

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180086

Grants.gov Tracking#: GRANT12659478

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180086

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/22/2018

4. Applicant Identifier:

18-2040

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

The Trustees of Columbia University in the City of New York

* b. Employer/Taxpayer Identification Number (EIN/TIN):

135598093

* c. Organizational DUNS:

0491794010000

d. Address:

* Street1:

615 West 131st Street

Street2:

Room 600 CR1, Mail Code 8725

* City:

New York

County/Parish:

New York

* State:

NY: New York

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

10027-7922

e. Organizational Unit:

Department Name:

A&S Weatherhead E Asian Inst 4

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Rudina

Middle Name:

* Last Name:

Odeh-Ramadan

Suffix:

Title: Vice President for Research Administration

Organizational Affiliation:

The Trustees of Columbia University in the City of New York

* Telephone Number:

212/305-5064

Fax Number:

212/305-5065

* Email:

ro133@columbia.edu

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Title VI National Resource Center/FLAS: Columbia Weatherhead East Asian Institute

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="559,976.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="559,976.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

The Trustees of Columbia University in the City of New York

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	86,800.00	140,800.00	140,800.00	140,800.00		509,200.00
2. Fringe Benefits	26,300.00	42,661.00	42,661.00	42,661.00		154,283.00
3. Travel	8,500.00	8,500.00	8,500.00	8,500.00		34,000.00
4. Equipment						
5. Supplies	37,500.00	37,500.00	37,500.00	37,500.00		150,000.00
6. Contractual	6,000.00	6,000.00	6,000.00	6,000.00		24,000.00
7. Construction						
8. Other	44,600.00	38,500.00	31,000.00	38,000.00		152,100.00
9. Total Direct Costs (lines 1-8)	209,700.00	273,961.00	266,461.00	273,461.00		1,023,583.00
10. Indirect Costs*	16,776.00	21,917.00	21,317.00	21,877.00		81,887.00
11. Training Stipends	333,500.00	333,500.00	333,500.00	333,500.00		1,334,000.00
12. Total Costs (lines 9-11)	559,976.00	629,378.00	621,278.00	628,838.00		2,439,470.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2018 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 31.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # P015A180086

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
The Trustees of Columbia University in the City of New York	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Filled For Validation	Senior Project Officer
APPLICANT ORGANIZATION	DATE SUBMITTED
Columbia Universtiy	06/22/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="The Trustees of Columbia"/> * Street 1 <input type="text" value="615 West 131st Street"/> Street 2 <input type="text" value="6th Floor, MC8725"/> * City <input type="text" value="New York"/> State <input type="text" value="NY: New York"/> Zip <input type="text" value="10027-7922"/> Congressional District, if known: <input type="text" value="NY-013"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program and Foreign Language and Area Studies Fellowships Program"/> CFDA Number, if applicable: <input type="text" value="84.015A and B"/>	
8. Federal Action Number, if known: <input type="text" value="ED-GRANTS-052518-001"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="n/a"/> Middle Name <input type="text"/> * Last Name <input type="text" value="n/a"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="n/a"/> Middle Name <input type="text"/> * Last Name <input type="text" value="n/a"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Filled For Validation"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Talía"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Jimenez Ramirez"/> Suffix <input type="text" value="PhD"/> Title: <input type="text" value="Senior Project Officer"/> Telephone No.: <input type="text" value="212-854-6851"/> Date: <input type="text" value="06/22/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA_Statement_2018.pdf

Add Attachment

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The Trustees of Columbia University in the City of New York

GEPA Section 427 Statement - 2018

Columbia University is committed to providing a learning, living, and working environment free from unlawful discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all of its members.

Consistent with this commitment, and with all applicable laws, it is the policy of the University not to tolerate unlawful discrimination or harassment in any form and to provide those who feel that they are victims of discrimination with mechanisms for seeking redress.

Also consistent with this commitment, Columbia University prohibits any form of discrimination against any person on the basis of race, color, religion, sex, gender, gender identity, pregnancy, age, national origin, disability, sexual orientation, marital status, status as a victim of domestic violence, citizenship or immigration status, creed, genetic predisposition or carrier status, unemployment status, partnership status, military status, or any other applicable legally protected status in the administration of its educational policies, admissions policies, employment, scholarship and loan programs, and athletic and other University-administered programs and functions.

Nothing in this policy shall abridge academic freedom or the University's educational mission. Prohibitions against discrimination and discriminatory harassment do not extend to actions, statements or written materials that are relevant and appropriately related to course subject matter or academic debate.

This policy governs the conduct of all Columbia University students, faculty, staff and visitors that occurs on the University's campuses or in connection with University-sponsored programs. This policy also governs conduct by Columbia University students, faculty, staff and visitors that creates, contributes to, or continues a hostile work, educational, or living environment for a member or members of the University community.

Columbia University's Policies and Procedures regarding equal opportunity and affirmative action may be reviewed here: <http://eoaa.columbia.edu/>

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

The Trustees of Columbia University in the City of New York

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Eugenia		Lean	

Address:

Street1:	420 West 118 Street SIPA
Street2:	
City:	New York
County:	
State:	NY: New York
Zip Code:	10027
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
212-854-1742	

Email Address:

eyl2006@columbia.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract—Columbia University East Asia NRC Application

In 1960, Columbia University's East Asian National Resource Center was established with a mission to advance the quality and dissemination of knowledge about East Asia, to train experts on East Asia with the highest levels of language proficiency, to promote interdisciplinary collaborations on and with the region, and to provide local and national educational outreach. Today the Center's 94 full-time language and area faculty in over 27 schools and departments offer more than 430 disciplinary and language courses a year on the region. Students pursue undergraduate, masters and doctoral study in more than 10 disciplinary departments or a joint professional school/East Asian studies degree program. The Center offers classroom instruction through 5th-year Chinese, Japanese, and Korean, and advanced modern and classical Tibetan. Through our internship and summer training programs students can combine language training with work experience. The Center is a leader in the field of language pedagogy, offering a summer M.A. program in Japanese language pedagogy and a certificate program in Chinese language pedagogy. The Center's award-winning outreach program provides in-service training to 10 states. The Starr East Asian Library ranks as one of the world's most important dedicated East Asian collections. The Center's public programs provide a critical site for open debate and information about East Asia and the issues that affect us today. In addition to enhancing our existing programs the Columbia East Asian NRC has identified two key foci for the upcoming 2018-2022 cycle:

1. ***Engaging the Real World*** – We will increase the competitiveness of our graduates in the international job market by bringing together humanists and those in the social, engineering and medical sciences, as well as business, media and law to create high quality teaching content to address real world problems. Specifically, we will continue to develop two new overseas *Chinese Language & Internship Programs*, one for medical students and the second for engineering and science students, to complement our existing Business Chinese & Internship Program. These programs will be accessible to students from other colleges; moreover, we will continue to open our summer FLAS competition to meritorious students in Title III and V colleges to facilitate their global competitiveness. In addition, we are developing a new, full-year *Advanced Business Chinese Course and Textbook*, to help students—and the nation--meet the challenges of the 21st century global marketplace. Our new *China in the Contemporary World* initiative will create new area and language teaching content to enable teachers, scholars, media, policymakers and business leaders to understand more fully the East Asian region in its entirety, from the well-studied eastern seaboard to the less-studied western peripheries of the Chinese borderlands, and the complex patchwork of contested zones in the South China Sea—both of which are areas of strategic importance for resource extraction and delivery with a history of ethnic tensions.
2. ***Engaging Under-served Students and Teachers*** – We will continue our initiative, begun in the last funding cycle, to partner with local faculty from CUNY and other Title III & V colleges to share expertise and best practices, develop East Asia syllabi, and hold educator workshops that address the unique challenges of teaching in Title III & V institutions whose students typically have little to no prior exposure to East Asia regional and global issues. In 2018-2022 we are launching a new targeted collaboration with one MSI, Hunter College, which has the only B.A. program in Chinese language and literature within the CUNY

system, to focus on eliciting successful summer FLAS applications from among Hunter students (especially the Chinese Flagship honors program), and to work with the faculty and students of Hunter's M.A. Program in Teaching Chinese (grades 7-12). We will also grow and promote our *Teaching Resources Web Portal* through which new syllabi, as well as hundreds of multi-media teaching tools developed by the East Asia NRC and others, can be disseminated to Title III and Title V colleges and others whose East Asia teaching programs have insufficient faculty and resources to develop their own. Finally, we will utilize our K-12 Outreach Program network to create new internship placement opportunities in areas of greatest need for our Teaching Chinese as a Second Language (TCSOL) certificate program graduates.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- ☒ Comprehensive National Resource Center
☐ Undergraduate National Resource Center
☒ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$226,476 Year 2: \$295,878 Year 3: \$287,778 Year 4: \$295,338

FLAS Request

Year 1: \$333,500 Year 2: \$333,500 Year 3: \$333,500 Year 4: \$333,500

Type of Applicant

- ☐ Single institution _____
☒ Consortium of institutions
☐ Lead The Trustees of Columbia University in the City of New York
☒ Partner 1 Research Foundation of City University of New York
☐ Partner 2 _____
☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input checked="" type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Chinese, Japanese, Korean, Tibetan

**COLUMBIA UNIVERSITY
EAST ASIAN NATIONAL RESOURCE CENTER AND FLAS GRANT
PROPOSAL 2018-2022**

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ACRONYMS LIST

AATK	American Association of Teachers of Korean
ARC	Academic Review Committees
ACTFL	American Council on the Teaching of Foreign Languages
AFE	Asia for Educators
APAC	Asia Pacific Affairs Council
APEC	Asia Pacific Economic Cooperation [Study Center]
CIEE	Council on International Educational Exchange
CLIO	Columbia Libraries Information Online
CLIR	Council on Library and Information Resources
CUNY	City University of New York
EA	East Asia
EALAC	East Asian Languages and Cultures
ED	U.S. Department of Education
EFC	Expected Family Contribution
ExEAS	Expanding East Asian Studies
FAFSA	Free Application for Federal Student Aid
FLAS	Foreign Language and Area Studies
GSP	Global Scholars Program Summer Research Workshop
IEPS	International Education Program Service
IPEDS	Integrated Postsecondary Education System
IRIS	International Resource Information System
K-12	Kindergarten through 12 th grade
LCTL	Less Commonly Taught Language
LRC	Language Resource Center
MARSEA	Master of Arts in Regional Studies - East Asia
MSI	Minority-Serving Institution
MTSP	Modern Tibetan Studies Program
NCTA	National Consortium for Teaching about Asia
NRC	National Resource Center
NYU	New York University
OCLC	Online Computer Library Center, Inc.
OCS	Office of Career Services
OPE	Office of Postsecondary Education
OPI	Oral Proficiency Interview
PMF	Performance Measure Form
POS	Program Oversight Staff
SEAS	School of Engineering and Applied Sciences
SIPA	School of International and Public Affairs
SNA	Social Network Approach
TA	Teaching Assistant
TCSOL	Teaching Chinese to Speakers of Other Languages
WEAI	Weatherhead East Asian Institute

PROGRAM PLANNING AND BUDGET

The East Asia National Resource Center plays a particularly important role at Columbia University, with its long tradition of both broad and deep resource commitments to study of the region. It is on the foundation of a strong university commitment to East Asia that national goals can be achieved. Title VI funding is not a substitute for University funding. The majority of the Center's goals and activities are addressed through activities which receive funding from sources other than Title VI. Federal funding provides leverage to ensure that in an arena of competing priorities, university goals coordinate with national goals and programs that fall outside the normal budgetary categories of departments can be implemented. See Table 1 for an overview of the university's commitment to our work.

Table 1 – Columbia Financial Commitment to East Asian Center (in dollars) 2017-2018

	Title VI	Columbia
Center Operations*	\$ 97,736	\$ 3,040,877
Faculty Salaries	\$ 101,321	\$ 10,785,987
Library Salaries	\$ 0	\$ 1,858,290
Library Acquisitions	\$27,603	\$ 1,442,021
Linkages Abroad (incl. Global Center)	\$ 5,000	\$ 1,200,000
Outreach	\$ 62,773	\$ 565,450
Student Support/Fellowships	\$ 303,500	\$ 729,727

**includes staff salaries, equipment, supplies, phone/fax, website, special programs, internally funded research, travel and special student programs*

Our chief goals in this cycle to advance the mission for which we seek funding are stated in the Abstract. Table 2 on the next page maps the relationship between our Center goals and NRC/FLAS priorities, and lays out the timelines for project implementation. The specific relationship between our goals and our Title VI budget may be gleaned from the Budget Form. Projected specific measures and indicators of successful implementation can be found in the performance measure forms (PMFs) in Appendix C.

Table 2 - Relationship between Center Goals and NRC priorities

GOALS	Activities and Objectives for the 2018-2022 Cycles	Priority
Engaging the Real World	Newly develop and offer 4th Year (Advanced) Year-long Business Chinese course and textbook – increase competitiveness in international job market Yr 1: compile materials, create syllabus Yr 2: teach course, develop textbook and audiovisual materials Yr 3: share textbook and audiovisual materials with/train partners at Hunter College, publish textbook Yr 4: create website, marketing	Absolute
	Further develop Chinese Language & Internship Study Abroad Programs for a) Engineering students, and b) Medical students - increase competitiveness in international job market Yr 1: site visits, continue to develop institutional partnerships, complete textbooks Yrs 2-3: digitize and publish textbooks, create audiovisual materials, share with/train partners at Hunter College Yr 4: marketing, create website	Absolute
	Contemporary China in the World project – develop new multidisciplinary teaching content and generate/disseminate new knowledge on subject of vital importance to national security and economy Yrs 1-4: Sino-Vietnamese curricular workshop; teach new course on Chinese and EA social policy in School of Social Work; develop/offer new courses on contemporary China, Sino-Vietnamese, and Sino-Tibetan topics; Sino-Vietnamese speaker series; graduate student workshops on Chinese urban planning in School of Architecture; create and publish web output	Absolute
	Asia Pacific Lecture Series –Increase US understanding of major issues relating to EA through outreach to academic, business, diplomatic communities, as well as media and public; disseminate academic knowledge for public use Yrs 1-4: - plan lectures & workshops on topical issues of emerging importance, with emphasis on including diverse perspectives and wide range of views	Absolute
	Develop New Teaching Materials and Textbooks for Intermediate and Advanced Tibetan Language – promoting intermediate and advanced literacy in a little-taught priority language, disseminating teaching materials for national use Yr 1: compile materials and develop textbook for 2 nd year Tibetan Yr 2: publish textbook, create audiovisual materials Yr 3: marketing and website for 2 nd yr textbook, develop textbook for 3 rd year Tibetan Yr 4: publish 3 rd yr textbook, create audiovisual materials	Absolute
	Create and pilot a New Summer Study Abroad Program for Tibetan Language and Culture in NW China – promote real-world knowledge of area/topic/language of importance to national security Yrs 1-3: site visits; create institutional partnerships and program planning; student mentoring; develop teaching materials Yr 4: student selection; launch program	Absolute
	AY and Summer FLAS Program – promoting advanced literacy in four priority languages; increasing functional literacy among non-specialists Yrs 1-4: annual FLAS summer and academic year competitions	Absolute FLAS P1 FLAS P2
	Develop New Approaches and Materials for Teaching Japanese Language – develop & pilot new teaching tools Yr 1: hold workshop on incorporating digital tools and “Social Network Approach (SNA) in language pedagogy; complete/publish textbook on <i>Scholarly Reading in Japanese</i> Yrs 2-4: develop and incorporate new digital and audiovisual materials/approaches into curriculum	Absolute
	Make Columbia Chinese Study Abroad Programs accessible to Title III students by promoting FLAS opportunities to CUNY students Yr 1: establish joint mechanism to identify meritorious students at CUNY and especially Hunter College Chinese studies program	Absolute NRC P1

Engaging Under-served Groups	Yrs 1-4: run annual competition; recruit applications from CUNY generally	
	Collaborate with Hunter College (CUNY) and Teachers College to Promote Teacher Training and Chinese Language Acquisition/Instruction in K-12 Schools Yrs 1-4: hold workshops on Chinese-language pedagogy at Title III institution; host and run Mandarin speech contest for non-native speaking public high school students at Title III institution	Absolute NRC P1 NRC P2
	K-12 Online and In-service Teacher Training to underserved populations across the nation Yrs 1-2:- create new online course; convert existing materials into online courses; retool web apps to make them tablet-friendly Yrs 1-4:- 2 in-service training	Absolute NRC P2
	Teaching Resources Web Portal -- put academic resources to public use by providing free and publicly accessible teaching and area content to Title III's, teachers, media and the public. Yr 1: consolidate/compile materials and sites, create new materials Yrs 1-4: outreach to all NRCs, Title III and V community, and public	Absolute NRC P1
	Teaching Chinese as a Second Language (TCSOL) Program Internships in K-12 schools in areas of need Yr 1: outreach to K-12 partners to identify internship opportunities; create weblog for information sharing, create TCSOL alum listserv Yrs 2-4: outreach to all TCSOL alums to monitor career placement and identify new internship/job placement opportunities	Absolute NRC P2
	Increase size and accessibility of East Asia Library collection to all scholars through acquisitions and online digitization. Yrs 1-4: annual acquisition trips to Asia; continued online digitization of collection and increase # exchange agreements	Absolute NRC P1

As indicated in Table 2, we are developing a new year-long course in **Business Chinese at the advanced (4th-year) level**. In doing so we are responding to increased demand from students at the undergraduate level as well as in our professional schools, such as the Columbia Business School, who have already developed intermediate and advanced Chinese language skills. In addition, we expect to have increased functional literacy in Chinese among students in medical, engineering and scientific fields by the end of the four-year cycle, thanks to our ongoing development of **specialized textbooks and internship programs**. These students have had historically low rates of participation in regular language programs, in part because disciplinary requirements leave little time for language study, but also because what they study is rarely applicable to their chosen fields. By working with their schools and departments to continue to develop specialized language programs as well as internships, we expect to continue

to increase the participation rates of students from scientific and engineering fields by at least 10% in this cycle. We believe the long-term impact of more symbiotic relationships between the humanities and the hard sciences will result in better integration of scientific and cultural knowledge resulting in improved health and scientific outcomes, better policy making, and linguistic skills to compete in the international job market.

Many of the Center's goals are related to our new **China in the Contemporary World Initiative**. The proposed **Sino-Vietnamese Curricular Project**, for example, will address the lack of resources in the U.S. for study of/teaching on a region of growing strategic importance as China implements its "Belt and Road" initiative. Building upon the university's recent investment in Vietnamese studies, and our belief in the academic and geopolitical value of incorporating study of this area into our NRC, the Project will develop much-needed curricular materials in the short-term, with a view to laying a basis for longer-term multidisciplinary teaching about the region, involving participants working in the fields of history, political science, anthropology, and the humanities. Concerning another key border region for contemporary China, the proposed development of **textbooks for 2nd and 3rd year Tibetan language** responds to a dearth of high-quality teaching materials for modern Tibetan beyond the first-year level. Historically, students of Tibetan language have focused on gaining the ability to read premodern texts dealing primarily with Buddhism. Our Tibetan language program, in partnership with our Modern Tibetan Studies Program, is a pioneer in the instruction of modern Tibetan beyond the elementary level. By developing and publishing intermediate and advanced-level Tibetan language textbooks, we will help to promote literacy in one of the main languages of a world region (Inner Asia/China) of critical strategic importance. We are requesting support,

also, to develop a **Summer Intensive Study Abroad Program for Tibetan language and culture**, sited in Qinghai, China.

We continue to provide greater opportunities in East Asian studies for historically underserved populations. In 2018-2022 we will focus on a **targeted partnership with Hunter College, a Title III and V institution in the City University of New York (CUNY)**. In our initial outreach efforts in the last funding cycle, we identified significant challenges faced by East Asia teaching faculty at Title III and V institutions (such as CUNY's Hunter College, Baruch College, City College, York College, and Lehman College), including a lack of institutional support for area research, lack of curricular resources, and a sense of isolation from other East Asia scholars. We have partnered with individual East Asian faculty at the above-named institutions to begin creating a strong outreach network involving all East Asia specialists in the Tri-State area, in part by holding educator workshops and creating new curricular tools for use in Title III and V settings. We will continue these workshops and make new syllabi, audiovisual resources, and other teaching materials more accessible to local specialists and to the public by online means, through our **Teaching Resources Web Portal**. We have been working to leverage CUNY's infrastructure across five campuses to provide opportunities for outstanding students at Title III and V colleges to receive FLAS fellowships for participation in Columbia's overseas Chinese language programs. However, given the personal and financial challenges faced by Title III and V student populations, who often juggle part-time study with full-time work and family commitments, we have found initial numbers of applications to be low. In the next cycle, therefore, we have chosen to partner specifically with the Hunter College Chinese Language Flagship Center, to focus on the early identification and systematic mentoring of

eligible students within their growing honors program, with the goal of enabling at least one or two to compete successfully for summer FLAS fellowships each year.

Our partnership with Hunter College also enables us to diversify and expand our already robust K-12 teacher training and outreach programs. The Teaching Chinese as a Second Language (TCSOL) program, which is run jointly by Columbia's Teachers College and our Chinese language program, will collaborate with the Hunter College M.A. Program in the Teaching of Chinese (Grades 7-12) to sponsor **teacher training workshops at Hunter College**. A second new project is **a Mandarin Chinese speech contest for New York City public high school students**, which Hunter College will host and organize with our aid, and the participation of TCSOL faculty and students. On another front, our own national K-12 Outreach online teacher training programs are designed to be universally accessible, but by **pairing our TCSOL internship program with our K-12 outreach network**, we are working to combine practical training for TCSOL grads with language learning opportunities for the most underserved populations. Finally, our Teaching Resources Web Portal will consolidate outputs from all the programs mentioned above into a single, easily accessible site, that will be advertised to all NRCs, Title III's, the media and the general public to ensure that academic knowledge is put to public use. We hope by the end of this cycle to significantly increase awareness of these free and public resources and increase the number of users by at least 25%.

The East Asia NRC focuses the efforts of more than 64 disciplinary and 30 full-time language faculty, as well as 38 adjuncts and research scholars, from across the Columbia schools and departments to create a cohesive and comprehensive teaching program from an offering of more than 430 disciplinary and interdisciplinary courses each year [Appendices A and B]. This critical mass of scholars not only ensures the depth and breadth of our teaching program, but it

also allows the university to concentrate its resources in the areas of staffing, library support, and extra-curricular programming to maximize synergy and efficiency gains. The East Asia NRC also draws upon the expertise of more than 14 East Asia-related institutes and centers, and three sister NRCs at Columbia to develop high-quality programs examining global issues within a local, regional, and global context [pp. 38-39, 45]. This cost effectiveness is reflected in our budget. Much of the funding we are requesting for our programs, such as the Teaching Resources Web Portal, will go towards seeding infrastructure, specifically building web portals; web design; creating new modules and converting old modules; but once the necessary architecture is in place, these programs will be administered by existing Center staff. Similarly, funds for our Sino-Vietnamese Curricular Project, the Advanced Business Chinese course, the medical and engineering Chinese textbooks, the intermediate and advanced Tibetan language textbooks, and the Japanese language digital teaching workshop and curricular development will help to create materials that will be used on an ongoing basis by Center faculty, as well as by faculty from Title III and V institutions as we make these outputs available through our new web portal. Long-term cost effectiveness may also be measured in the degree of university support that is garnered by the seeding role played by the Title VI support [see Table 1] and in the extent to which activities once paid for out of Title VI are now paid for with university funds [p. 21]. The activities of the Center engage all Columbia students by incorporating East Asian content into the core curriculum and exposing undergraduates to East Asian studies early in their careers as demonstrated by increases in East Asia graduation rates [Tables 13 and 5; Appendix B]; by bringing specialized East Asia knowledge and a broad array of study options to those students who later choose to engage with the region through careers in government, law, business, and the sciences; and by training and nurturing future East Asian experts through a

world-class East Asian teaching program. Our priorities for 2018-2022 will also reach and engage students in underserved populations beyond Columbia. Table 3 shows the long-term community, national and international impact of the Center's activities.

QUALITY OF STAFF RESOURCES

We have 64 full-time disciplinary and 30 full-time language faculty members. Center courses are predominantly taught by full-time professorial faculty who devote 75%-100% of their time to East Asian teaching and research [Appendix A]. All have extensive academic and overseas experience in their countries of study and maintain a high level of proficiency in one or more East Asian languages. Many of our language lecturers have degrees in linguistics; all have attended in-house pedagogy and linguistics workshops; and close to 50% have undergone ACTFL training. Eugenia Lean, our Center Director, is the director of the Weatherhead East Asian Institute (WEAI), an associate professor of Chinese History, and a leading member of the senior faculty at Columbia. Kim Brandt, our Executive Director, has a Ph.D. in Japanese History from Columbia, and over 20 years of experience in teaching, advising, and academic administration at the university level. The Finance Director, Nancy Hirshan, has an M.B.A. and over 15 years of experience in higher educational grant and financial management. 75% of our support staff have higher degrees in either East Asian or related fields. Our library staff has both area and library training, and as employees of a free-standing East Asia library, devote 100% of their time to Center activities. C.V. Starr East Asian Library has full-time reference librarians on call for Chinese, Japanese, Korean, and English language materials and a full-time Tibetan librarian. Roberta Martin, our full-time Educational Outreach Director, is a Columbia East Asia Ph.D.

Faculty and Staff Development. Columbia encourages faculty research in East Asia through sabbatical leaves and unsalaried research leaves. The University Council for the Social Sciences and Humanities provide summer travel and research grants, with priority given to junior faculty. All tenured faculty receive an annual grant equal to a ninth of their salary to be used for research or leaves in addition to the normal sabbatical program. Special programs such as the Weatherhead Fund and the Center for Korean Research, provide funds for overseas East Asia research and faculty development. Most Center faculty members visit Asia at least once every two years and many go more frequently. The schools of Law, Business, International Affairs and Teachers College have established formal teaching programs with universities in Asia. All staff receive tuition benefits that allow them to pursue study in East Asian languages and disciplinary fields. Library staff regularly travel to the region to make contacts and to attend conferences. The Department of East Asian Languages and Cultures (EALAC) provides funds to allow language lecturers to attend workshops and conferences relating to language pedagogy.

Student Teaching, Supervision and Advising. Center faculty teach two courses per semester and are each assigned student advisees at the beginning of each term. Center administrative staff divide their time between the WEAI and the East Asia NRC and commit 30% to 50% of their time advising students on curricular and extracurricular matters, fellowships, study abroad programs, summer language study, and careers in the private and public sectors. We have a full-time program officer in charge of fellowships and student advising, and we run an Undergraduate Initiative, which provides outreach and mentoring to undergraduates [p. 40]. ***Oversight.*** The East Asia NRC is supervised by the East Asia Council comprising the NRC Director, WEAI Director, EALAC Chair, C.V. Starr East Asian Library Director, East Asian Educational Outreach Director, and faculty from the Schools of Law, Business, International

Affairs, Social Work, Architecture and Planning, and the Arts & Sciences. As a unit of the Arts & Sciences, its programs and teaching comes under the purview of Columbia University's Policy & Planning Committee. The Center director and East Asian Institute directors are also members of the Interregional Council, a council of Columbia's regional institute and NRC directors, which coordinates and initiates cross-regional programs, curricular innovations, and events. For oversight of the language program see page 33. The Center director devotes 50% of her non-teaching time to Center business, aided by an executive director, an outreach coordinator, a staff associate, a finance director, a finance coordinator, three program officers and three administrative assistants who devote all of their time to public outreach, administration, and student advising for the East Asia NRC and the East Asian Institute. In addition, the Center employs 10 to 12 student workers through the federal work-study program.

Access in Hiring and Program Development. Under the guidance of Columbia's rigorous Affirmative Action Plans for the employment of women, minorities, and the handicapped, we seek to locate qualified female, minority, and handicapped persons. Among the steps we take are mailing of job listings to agencies specializing in affirmative action placement; notification of job openings to female and minority professional organizations; notices to colleges and universities known to be concerned with the professional training of women and minorities; and letters directed to women and minority professors already established in the field. All hirings of instructional and administrative officers are also reviewed by and subject to the approval of a central affirmative action monitoring committee. Columbia does not have a mandatory retirement policy and all its buildings are wheelchair accessible. All faculty and staff must complete mandatory annual in-person affirmative action and sexual harassment training.

IMPACT AND EVALUATION

The extent to which the Center's activities and training programs impact the university, community, the region, and the nation is shown in Table 3.

Table 3 - National and Community Impact

Activity	Impact	Indices
Training specialists in East Asian language and area studies	Increase national competitiveness through training of scholars, teachers, officials, lawyers, businesspeople, and others managing US relations with East Asia	Graduates 2014-2018: BA: 168 MA: 142 MIA/MPA: 70 JD/LLM: 44 MBA: 57 PhD: 62
Maintaining pool of highly qualified instructors and researchers	Increase stock of national knowledge by creating pool of area specialists to advise and consult government and private bodies; help educate public about East Asia; provide expertise for national and international media.	# FT faculty members in 2018: Disciplinary: 64; Language: 30 # faculty media appearances in 2017-2018: 454
Undergraduate Core Humanities and Social Science Courses	Increase EA functional literacy among non-specialists by exposing undergraduates to EA studies early in their careers	2017-2018: # enrollments EA core courses: 2,900
Graduate Student Conference	Expand the field of EA studies in the US by strengthening EA network among young scholars and training future EA experts from schools nationwide	2014-2018: # Columbia participants: 100 # non-Columbia participants: 228
Language textbook development ¹	Increase US capacity in foreign language teaching and acquisition by developing textbook resources for national market aimed at performance-based language acquisition	2014-2018: # texts/tools developed: 27
Summer intensive Overseas Chinese Programs for business, engineering sciences and medical sciences ¹	Internationalize US workforce by increasing access to language training for future scientists, businessmen, and other practitioners at Columbia and universities nationwide	2014-2018: # students trained: 140
Develop new modalities for language learning ¹	Increase language learning among non-specialists through development of courses in legal, business and media Chinese, special sections for heritage speakers	2018-2022: # enrollments in specialist courses: Legal: <i>tbd</i> Business: <i>tbd</i> New Media: <i>tbd</i>
FLAS Program ¹	Increase national pool of students graduating with advanced knowledge of a priority language; expand FLAS opportunities in Chinese to Title III populations through CUNY partnership	2014-2018: Title III (CUNY) recipients: 2 <u>Placement of FLAS Fellows:</u> Finishing Ph.Ds.: 19 Finishing BA/MA: 8 Professional Schools: 3 International Organization: 1 NGO/Non-Profit: 9 Government: 3 U.S. Military: 1 Private Sector: 10 Unknown: 5
Fellowships Program (does not include FLAS)	Increase number of national pool of disciplinary and professional school students graduating with advanced knowledge of a priority language and overseas experience	2015-2018 Total \$ disbursed: \$1,391,135 # fellowships awarded: 357 # students who studied language: 81

PR/Award # P015A180086

		# students who went overseas: 340
Certificate Program in Teaching Chinese to Speakers of Other Languages (TCSOL) ¹	Increase national pool of Chinese language teachers equipped to provide performance-based teaching at other institutions to mitigate national shortage	# graduates from program 2014-2018: 260
M.A. program in Japanese Language Pedagogy	Increase national pool of teachers equipped to provide performance-based teaching at Columbia and other institutions	# graduates from program 2014-2018: 15
In-service teacher training ¹	Increase national early competency on EA by training K-12 teachers to integrate EA into curriculum and providing inner city, regional, and national reach through national web courses	2014-2018: # in-service seminars: 150 # teachers reached: 3,770 # students impacted: 160,000
Study Tours	Increase cultural competency in US population through in-country guided experiences for secondary level teachers across 12 states; increase level of international exchange with Asian secondary institutions	2014-2017: # teacher participants: 112
AFE, NCTA website hosting ¹	Increase quality and reduce costs of EA instruction through unlimited universal no-cost access to teaching plans and materials to assist K-college teachers. Extend content material for classroom use to visual and spoken work through web library.	2014-2018: Up to 18,500 hits a month
Annual Educator Workshops ¹	Deploy network of East Asia experts in Tri-State area to synergize resources and create efficiency gains in East Asia/global teaching and research; promote joint research and activities between NRCs and Title III and V colleges	2014-2018 #workshops held: 4 #participants: 56
Sino-Vietnamese Curricular Project ¹	Increase US knowledge of politically and strategically sensitive areas of East Asia border regions; deepen understanding of core regions by understanding peripheries	2018-2022: # workshops: <i>tbd</i> # public lectures <i>tbd</i> #new courses created: <i>tbd</i>
Public Events and Programming (lectures, seminars, conferences) ¹	Forum for exchange of views among scholars and the government and business communities; increase public understanding of histories, societies, cultures and economies of East Asia region; dissemination of academic knowledge to wider public	2014-2018 # lectures held: 651 # participants: 29,923 # University seminars: 40
Teaching Resources web portal ¹	Increase access by Title III and V institutions to EA resources developed by Columbia and other NRCs; promote East Asia throughout higher education nationally through discussion, collaboration and daily online peer dialogue	2018-2022: Average # web postings per month: <i>tbd</i> # curricula & other materials available for download: <i>tbd</i> Average monthly hits: <i>tbd</i>
Library acquisitions funding ¹	Expand research and EA scholarship nationwide by developing and increasing access to one of largest EA collections in the country	# library current holdings: 1,185,232 print items

Library consortia/exchange participation and library online digitization ¹	Increasing US access to international library resources through consortia arrangements.	# active exchange agreements and consortia memberships: 29 % collection digitized: 99% Inter-library loan requests in 2014-2017: Lending--4,898 Borrowing – 9,282
Hosting overseas visitors; visiting professorships	Filling in gaps in the curriculum in fields where academic specialists are in short supply; foster linkages with overseas institutions; foster collaborative research	2014-2018 # EA visiting professorships: 3 # EA visiting scholars: 51

Note: 1) *Activities for which we are requesting NRC funding in 2014-2018*

In 2014-2018, 19% of Columbia graduates who studied East Asia went onto graduate studies, 63% into for-profit, private sector and non-profit fields, and 7% into education. 15% of students matriculating from East Asia-related M.A. programs went onto graduate studies, a further 40% went into for-profit professional fields, and 5% into education. For the same period, 75% of Columbia East Asian Ph.D.s are teaching or working in higher education, 31% are working in International Organization fields and 9% in for-profit professional fields. Equal access and treatment of eligible students and other participants is guaranteed by Columbia's equal opportunity policies and all staff and faculty undergo mandatory annual training on these issues [p. 10]. The Center also works with the university's ethnicity coding project, which gathers information for the federal government's IPEDS data collection program, to specifically monitor participation rates of minority students and students with disabilities in all East Asia-related programs. All our facilities have wheelchair access and special accommodations have been made for students with disabilities to participate in our programs.

Our in-service teacher training program works with teachers and teachers-in-training at Teachers College, all of whom teach in New York inner city schools. Our K-12 online programs bring East Asia programming to teachers who otherwise would have no access to it, and as a national coordinating site of the NCTA, we support outreach in five southern states (Arkansas, Mississippi, South Carolina, Georgia, and Tennessee) that are underserved in East Asia

programming. Digitization projects make content material generated by the East Asia NRC available to everyone free-of-charge on the internet and our plans to expand and develop our Teaching Resources Web Portal should greatly facilitate access. We already participate with faculty serving in Title III and V institutions in the New York Tri-State area through three University Seminars focusing on East Asian affairs, educator workshops, and a variety of joint and collaborative research projects; however, our new proposal to partner specifically with Hunter College, which has the only B.A. Program in Chinese Language and Literature and the only M.A. program in the Teaching of Chinese in all of CUNY, will pilot a more targeted approach to the goal of expanding our collaborative activities with Minority-Serving Institutions.

The proposed evaluation of our programs is comprehensive, in that it is continuous and uses multiple evaluation methodologies and sources of data. Evaluation combines ongoing review by the Center's oversight organization, **the Provost's East Asia Council**, internal review under the supervision of the Executive Vice-President for Arts & Sciences, periodic outside review and ongoing work with an external evaluator. Financial oversight is provided by the university's budget office through internal controls and procedures, and through periodic internal audits and external audits by funding agencies. Oversight of the language program is maintained by the **Standing Committee on East Asian Language Instruction**, which monitors curriculum size and teacher performance. In 2010, the Center implemented **universal pre- and post-testing** of students in the Chinese, Japanese, and Korean language programs to measure proficiency gains, and to calculate the cost of these gains. In the fall of 2018, our Tibetan language program will institute universal pre- and post-testing.

Assessment of the quality of the curriculum in graduate and undergraduate areas is carried out by the university-wide **Academic Review Committees** [ARC], which periodically

review each school, department and institute. During 2016-17, as part of its ARC process, the university conducted an intensive review of its seven regional institutes, which are the institutional homes of the Columbia NRCs. This entailed a self-study, a 360-degree review by an internal university committee, a review by an external committee of experts in international programs, and evaluation and recommendations by the ARC. In their assessment, both the internal and external review committees held our Center to be a model for regional centers at Columbia, and a “jewel in the crown” of the university. The reviewers’ recommendations to increase East Asia faculty numbers in the social sciences and to integrate more East Asian knowledge into the undergraduate general curriculum were addressed through faculty hires in political science, sociology/social work, and urban planning, and increased contribution of courses to the undergraduate “global core.” ARC’s review of EALAC in 2015 ranked the department among the top in the university, and noted that it is a leader nationally. ARC’s recommendations to hire more faculty in modern history and film studies/media culture have been duly addressed.

In 2009, the Department of Education’s International Education Programs Service [IEPS] and the Program Oversight Staff [POS] of the Office of Postsecondary Education [OPE] conducted an on-site financial and programmatic review of the Columbia NRCs. They concluded that the East Asia NRC had achieved “impressive course development, instructional delivery, and outreach accomplishments that align with its mission to advance the quality and dissemination of knowledge about [East Asia] and train experts with the highest levels of language proficiency,” and that it had forged “effective collaborations [with] international partners.” Their suggestions to provide opportunities for Tibetan language instructors to collaborate with other U.S. language programs and to increase the number of courses that focus

on contemporary China were addressed through our modern Tibetan Lesser Known Language Teaching Enhancement initiative, which held several multi-institutional meetings to establish Tibetan language teaching standards, and through the addition of new adjunct courses in the relevant areas. In 2014-2018 we used Title VI funds to help support *Asia and the Environment* and *Asia and the Sciences* projects which have produced new courses and syllabi dealing with topics such as resource conflicts in the South China Sea, and our new *Sino-Vietnamese Curricular Project* will expand these efforts.

Since 2006, the Center has compiled and uses more than 45 **indicators** on all aspects of its programming, including data on a) graduation rates b) courses and enrollments c) placement data d) financial data e) number and types of programs f) participation & attendance rates g) media contacts h) library activities i) consortia and other cooperative mechanisms j) faculty publications k) overseas travel l) accessibility of programs, etc. Examples of indicators can be found in Tables 2 and 3. All quantitative data is carefully aggregated into a “**Key Indicator Dashboard**,” a subset of key indices and data presented on a year-on-year basis and measured against national indices, allowing us to make timely adjustments to our programs and activities. The Dashboard is used in combination with direct user feedback from detailed course evaluations, post-event surveys, post-travel surveys, focus groups and general surveys of constituency groups, such as students, faculty, alumni, and the New York business, diplomatic, and heritage communities [see Table 4 for a list of data sources]. Longer-term national outcomes are also a part of our evaluation plan. FLAS fellowship recipients complete bi-annual surveys on placement and the extent to which they use East Asian languages and knowledge in their professional lives for at least 8 years. Additionally, the Columbia East Asia NRC conducts similar long-term tracking and surveying for all of its non-FLAS fellowship recipients. Where

response rates are low, the Center uses social media tools, such as LinkedIn and Facebook, to track the career trajectories and placements of its alumni.

In the last cycle, the Center worked with **external evaluator**, Dr. Joydeep Roy, a consultant with expertise in the areas of economics of education and school financing and accountability, to review Center operations. Under his guidance, we developed an evaluation logic model to re-focus our activities and thereby achieve outcomes closely aligned with Title VI targets and priorities and efficiently utilize our resources. In addition to a timeline and a plan for consistent measurement of key outputs against baseline data, we designed three new impact surveys to measure the long-term efficacy of the Center's 1) public programming 2) M.A./Certificate programs, and 3) fellowship programs. The surveys request data that will ultimately help us define appropriate benchmarks, identify key gaps in programming, define short-term objectives and set long-term goals. The timeline can be seen in Table 2. A list of target outputs and performance measures for the activities for which we are requesting funding in this cycle can be found in the PMFs in Appendix C. Dr. Roy will shortly produce a final evaluation report, which will be uploaded into IRIS as part of our regular reporting in fall 2018.

Frequent program **adjustments** are made on the basis of evaluation data, consistent with past practice. For example, focus groups conducted in 2007 with undergraduates revealed a need for greater integration of East Asia course content into the larger curriculum (as opposed to more stand-alone East Asia courses), which spurred the East Asia NRC to create the Global Scholars Program Summer Research Workshop [GSP]. Course enrollment data, participation indices, and student evaluations from the 2010-2014 and 2014-2018 cycles were used to assess the impact of the GSP; the result was that Columbia's Office of the President and Office of Global Programs committed first to contribute funding for GSP, and then took over all the funding and

management of the program from 2017. Close analysis of participation data has also helped EALAC to assess the language learning needs of its student constituencies, especially those of non-East Asia specialists, such as engineering and professional school students. Analysis of course evaluation data also informs the faculty tenure review process and adjunct hiring decisions and helps faculty to tailor course content to the needs of students.

Table 4 – Monitoring and Evaluation Data Sources

Program Activity	Data Sources	Timeline
Graduate and undergraduate curriculum	1. Various review committees	Annual
	2. Data monitoring on enrollments and participation <ul style="list-style-type: none"> a) number of graduates by field with EA specializations b) course enrollments c) placement data 	Annual
	3. Faculty self-report on research, publications, advising, course development, Ph.D. supervision, and project development activities	Annual
	4. Fellowship students self-report	Annual
	Course evaluation forms	Semesterly
	5. Focus groups/surveys with undergraduates	Annual
WEAI EALAC	6. Focus groups/surveys with other constituencies	Annual/bi-annual
	7. ARC Review; IEPS/OPE Audit	2016-2017; 2009
Events & Lectures	8. ARC Review	2015
	9. Attendance monitoring	All events
Programs Abroad	10. Post-event surveys, impact surveys	Sample small events, all large events
	11. Post-travel surveys, impact surveys	All programs
Teacher Training program	12. Attendance monitoring of teacher training workshops	Continuous
	13. Program monitoring	Annual

Tables 5 and 6 below show the number of students studying East Asian languages and area courses, as well as the number who graduate as area specialists. Table 7 shows the current placement of FLAS students from 2014-2018, and Table 8 shows the overall placement of East Asian specialists in 2014-2018 within 2 months of graduation.

Table 5 - Undergraduate Enrollments 2015-2018

Indices	AY15-16	AY16-17	AY17-18	Total 2015-2018
<u>Participation Rates:</u>				
# Language course enrollments	1,250	1,207	1,136	3,593
# Area course enrollments	1,907	1,785	1,764	5,456

<u>Graduation Stats:</u>				
EALAC Majors	17	17	18	52
EALAC Minors/Concentrators	13	4	19	36

Table 6 - Graduate Enrollments 2015-2018

Indices	AY15-16	AY16-17	AY17-18	Total 2015-2018
<u>Participation Rates:</u>				
# Language course enrollments	323	254	251	828
# Area course enrollments	995	888	842	2,725
<u>Graduation Stats:</u>				
East Asia Ph.D.'s	15	16	16	47
East Asia M.Phils.	8	9	10	27
MARSEA	15	11	10	36
EALAC MA	44	20	31	95
East Asia Certificates	0	0	0	0
Regional Specializers	14	25	15	54

Table 7 – FLAS Student Placements 2014-2018

Placements 2014-2018	Bachelors	Masters	Doctorates	Total
Completing B.A. Degree	5	0	0	5
Elementary/secondary education	0	0	0	0
Federal government	1	3	0	3
Foreign government	0	0	0	0
Graduate study	1	5	19	25
Higher education	0	1	0	1
International Organization (in US)	0	0	0	0
International Organization (outside US)	0	1	0	1
Private sector (for profit)	4	6	0	10
Private sector (non-profit)	3	6	0	9
State or local government	0	0	0	0
Unemployed or out of job market	0	0	0	0
Unknown	1	4	0	5
US Military	0	1	0	1
TOTAL	15	27	19	60

Table 8 - Student Placement 2014-2018 – all East Asia students

Placements 2014-2018	Bachelors	Masters	Doctorates	Total
Elementary/secondary education	2	1	0	3
Federal government	1	15	0	16
Foreign government	0	25	0	25
Graduate study	32	47	0	79
Higher education	12	16	47	75
International Organization (in US)	0	20	0	20
International Organization (outside US)	0	5	2	7
Private sector (for profit)	78	112	6	196

Private sector (non-profit)	20	40	2	62
State or local government	0	0	0	0
Unemployed or out of job market	6	12	0	18
Unknown	17	19	5	41
US Military	0	1	0	0
TOTAL	168	313	62	543

Note: Our placement data is based on students graduating with 15 credits or more in East Asian Studies.

Columbia's East Asian teaching program has supplied many of the top specialists in the field for universities across the nation, including Harvard, Cornell, Princeton, the University of Michigan, the University of Wisconsin, Berkeley, Yale, Brown, Stanford and others with high quality East Asian programs.

The Center plays an important role in generating and disseminating real-world information on the East Asian region for members of the public, including New York's financial, business, diplomatic, educational and heritage communities. In 2014-2018, we held more than 651 public lectures, seminars, symposia and other events on East Asia-related topics, reaching a total of 29,923 participants. Reports, multi-media clippings, and full videos from many of these events are made available on the Center's website and through social media such as YouTube. Center-affiliated research programs, such as the Modern Tibetan Studies Program and the Center for Korean Research, produce cutting-edge research on geopolitically sensitive areas and issues of national importance, which in turn is disseminated through outreach events, or through one of the Center's three publication programs. Our national, award-winning K-12 outreach program reaches more than 1200 school teachers and impacts more than 100,000 students annually. 100% of our FLAS grants are awarded to students of languages that appear on the Department of Education's priority list. Students from Arts & Sciences and from all of Columbia's professional schools, including Teachers College, are eligible to apply, with 25% of our FLAS reserved for School of International and Public Affairs (SIPA) students, many of whom enter government service.

UNIVERSITY COMMITMENT

East Asian Studies has been designated a “center of excellence” within the University and stands at the heart of the University’s globalization drive. The WEAI and the Provost’s East Asia Council work with the East Asia NRC to promote teaching, research and institutional development relating to East Asia across Columbia’s many academic units. This commitment is demonstrated by Columbia’s substantial financial investment in East Asia teaching and programming across the University (see Table 1). In the 2014-2018 grant cycle, the University hired new full-time faculty in Chinese and Japanese political science, Chinese and Japanese visual culture, modern Japanese history, Chinese anthropology, modern Vietnamese history, premodern Vietnamese literature, Vietnamese language, Chinese social policy, Chinese urban planning, Korean religion, Chinese poetry, and Chinese religion, and new adjunct faculty in Korean politics and Chinese economics. Among the initiatives supported by Title VI funding during recent grant cycles and now paid for out of University funds are: a full-time position in Tibetan language; courses in modern Tibetan history, Mongolian history, Vietnamese language; Chinese economic development, and Chinese business; the GSP. The C.V. Starr East Asian Library is one of the world’s great dedicated regional studies libraries. In 2009, Columbia established its East Asia Global Center in Beijing to facilitate research and teaching for Columbia faculty and students overseas and to expand links with institutions in East Asia. In this past cycle, ongoing fundraising efforts for East Asian studies yielded approximately \$1,031,490 to support the mission of the Center, further augmenting the considerable resources of over \$45 million in endowment funds that are dedicated to East Asia study and teaching.

STRENGTH OF THE LIBRARY

The C.V. Starr East Asian Library holds the third largest collection for the study of East Asia in North America, with more than 1.2 million items of Chinese, Japanese, Korean, Tibetan, Mongol, Manchu, and Western-language materials and over 2.5 million titles in the e-book collection. In the past grant cycle, the library acquired a significant number of important archival collections focusing on modern and contemporary East Asian history, and the research papers and archives of pioneering scholars, including the Don Cohn Collection of Ephemera in the History of Chinese Science and Technology, the China Institute in America Archive, and the papers and archives of Myron Cohen (Chinese anthropology) and J. K. Haboush (Korean history). Also, in 2017, with the support of a 3-year CLIR/Mellon grant of \$380,500, the library completed the major project of archiving and cataloguing the Makino Mamoru Collection, which contains over 80,000 items chronicling the history of Japanese and East Asian film, and published an EAD Online Finding Aid and over 10,000 cataloguing records, thereby allowing users all over the world to access this extremely important archive. In 2016-17, Columbia provided \$3,300,311 in general support, of which \$1,442,021 was expended for acquisitions support and \$1,858,290 for library salaries, including the permanent funding support for a full-time Tibetan Librarian, which was previously supported by Title VI funds.

Table 9 – Holdings of the C.V. Starr East Asian Library

Type	Number
Chinese Volumes	490,772
Japanese Volumes	356,950
Korean Volumes	142,368
Tibetan Volumes	13,304
Western Language Volumes in C.V.Starr	88,439
Current periodical and newspaper titles	11,850
Microfilm reels, microfiche (pieces), and other materials	92,405
e-Books (by title)	2,597,425
Databases (by title)	106
Other Asian minority language volumes	994

Archival and manuscript materials	1,188 linear feet
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Widest Possible Use. On-site Access. C.V. Starr East Asian Library is one of the most heavily used East Asian collections in North America. Columbia University Libraries and New York University Libraries have a reciprocal agreement allowing each other's students and faculty direct access to their collections, making C.V. Starr the basic library support for NYU's East Asian Studies Program. Other institutions' holdings are available to faculty and students through an organized LibraryWeb system, which provides direct access to a variety of databases, including WorldCat, catalogs of other research libraries (such as Ivy-plus libraries and the New York Public Library), periodical indexes with direct document capacity, encyclopedias, full-text books, and electronic journals. Through LibraryWeb, users have access to many East Asian online databases, such as the classical Chinese text database *Academica Sinica*, and new databases are added continuously. Formal agreements are also in place with local universities such as Bard and St. John's University, although anyone from the Tri-State area can use the library without a formal agreement. Additionally, C.V. Starr East Asian Library has signed 24 formal exchange agreements (an increase of 10 from the past grant cycle) with universities, archives, and institutes in Asia and the U.S., and has informal agreements in place with 18 other institutions. C.V. Starr East Asian Library is a member of and/or participates in five national and overseas consortia that share resources for borrowing, acquisition, conservation and online cataloging activities. Online access through the Columbia LibraryWeb makes Columbia's holdings available from any computer with an internet connection. CLIO, the university's online local catalog system, the international bibliographic databases OCLC Connexion and the WorldCat database, now include nearly 100% of C.V. Starr's print materials and 100% of its microform and digital resources. Non-print and non-book materials are being cataloged on an

ongoing basis. On-site use of the collections and facilities of the C.V. Starr East Asian Library is available to any user free of charge. Borrowing privileges are available to all potential users for a nominal fee. C.V. Starr East Asian Library has 15 public terminals with multilingual internet access, as well as three CD-ROM dedicated workstations. In 2016-2017, the library alone processed 1,138 interlibrary lending and 3,520 borrowing requests. Unlike many libraries, C.V. Starr lends microfilms. The library remains committed to expanding, preserving and increasing access to its collections in varied formats for the Columbia community and for users throughout the world.

In 2018-2022, C.V. Starr East Asian Library requests partial support for acquisitions to be used to purchase materials in new and growing fields, including minority border regions in China, Korean Buddhism and social sciences, modern Tibetan studies, as well as archival materials in different formats for the modern and contemporary periods. We also request travel funds for a bibliographer to travel overseas, as well as funds to support the ongoing digitization of special library collections [Budget p. 2].

NON-LANGUAGE INSTRUCTIONAL PROGRAM

Course Coverage and Accessibility. Columbia University offers 433 disciplinary and language courses on East Asia, including 277 disciplinary sections and 156 language sections [Appendix B]. Instruction is offered on Korea, Japan, China, Taiwan, Hong Kong, Vietnam, Tibet, Mongolia, and Southeast Asia. Courses are offered in the professional schools of Law, Business, International and Public Affairs, Architecture, Teachers College, Social Work, and in eleven disciplines with cross-registration available to students. Over ten schools and departments offer significant depth in the East Asian area. Interdisciplinary courses [Table 10] are offered for both undergraduate and graduate students. The East Asian Humanities core curriculum is an

interdisciplinary approach to the region, combining literary, anthropological and historical methodologies. In this cycle, we are requesting funds to develop a new “Contemporary China in the World” initiative, which will bring together academics, practitioners, and policymakers to develop new interdisciplinary content for at least three new courses to be launched in Years 2, 3 and 4 [Budget pp. 1-2].

Table 10 – Depth and Breadth of Non-Language Course Offerings.

Discipline or School	Undergraduate	Undergrad/Grad	Graduate	Total
Anthropology	9	2	4	15
Architecture	0	0	6	6
Art History	10	6	8	24
Business & Economics	0	3	10	13
History	11	26	22	59
Interdisciplinary	33	22	11	66
Journalism	0	0	1	1
International Affairs	0	0	14	14
Law	0	0	8	8
Literature	2	11	6	19
Music	1	2	0	3
Political Science	3	8	3	14
Religion	8	16	6	30
Social Work	0	0	2	2
Sociology	2	1	0	3
Teaching	0	0	1	1
			TOTAL	278

Sufficiency of Faculty. We have 64 full-time professors who teach disciplinary courses in the East Asian program at Columbia. Of these, 90% devote between 75%-100% of their time to research and teaching about East Asia. Faculty qualifications and distribution by discipline can be seen in Appendix A [International Affairs faculty have joint appointments with disciplinary departments and appear under their disciplines in Appendices A and B]. Since 2014, the East

Asia NRC has augmented its faculty with 14 new full-time hires, of which more than half are entirely new (see p. 21). Fundraising for positions in Korean politics and Chinese economics is a university priority. Faculty from nearby Title III & V institutions teach in our program, as well as non-East Asianists who have integrated East Asia into their disciplinary offerings. Finally, numerous research associates and visiting scholars often serve as guest lecturers in classes, speakers in the Brown Bag Lecture Series, and as student mentors.

Training of Teaching Assistants. Undergraduate teaching in the East Asian program is undertaken by full-time professorial faculty. Teaching assistants (TAs) are employed as discussion section leaders and team-teach with senior faculty. Training sessions are held for TAs at the beginning of the semester and weekly “debriefings” are conducted to assure uniformity of section content and to deal with pedagogical issues. Teaching is structured as an **apprenticeship program** giving young scholars the opportunity to work alongside such exemplary teachers as Gray Tuttle and Carol Gluck. Columbia has for many years offered a pedagogy course developed specifically for graduate students to prepare them for future careers in teaching and academia, and EALAC offers a Language Pedagogy concentration for its Ph.D. EALAC’s M.A. program has a Chinese language pedagogy concentration. Our educator workshops, in which we work in partnership with local Title III institutions, place emphasis on pedagogical training, and train postdoctoral fellows to develop and test-teach syllabi with multi-regional content.

Building for the future. In addition to strengthening our country-specific and disciplinary coverage within the East Asian curriculum, during the previous cycle we significantly increased our interdisciplinary and border-crossing offerings to provide a global context for East Asia-specific study and better integrate East Asia into the larger Columbia curriculum at both graduate and undergraduate levels [Appendix B]. Building on the base we have established, the university

is developing a major new fundraising initiative to commit significant resources to the study of contemporary China. One significant step in this direction has been realized with the recruitment of China political scientist Tom Christensen, Director of the China and the World Program at Princeton and Harvard, who is joining us this fall. For the next funding cycle, therefore, we are proposing a **Contemporary China in the World project** that will help to inform and sustain the university's commitment. While there is a growing body of work on present-day Chinese politics and economics, our project addresses a shortage of the type of synthetic, transnational research that can help to more fully contextualize and understand developments in this part of the world. We request funds in Years 2-4 to support a postdoctoral scholar in contemporary Chinese studies, to develop new directions in cross-regional and interdisciplinary teaching and research.

As a key part of the Contemporary China in the World project, we also seek to deploy our unique resources in the study of Tibet, Mongolia, and northwestern China, as well as Vietnam. Despite its major importance to both East Asian history and contemporary East Asian affairs, at present no other institution in the U.S. has a comprehensive program on modern Tibet. The few places that do offer courses on Tibet, focus on the classical tradition. Using seed money from Title VI, Columbia built on our programs in Chinese and classical Tibetan studies to create a flagship teaching and research program on modern Tibet. Our program now has the first endowed chair of modern Tibetan history in the U.S., supported by three levels of modern Tibetan language teaching, three Tibetan language instructors, and a full-time Tibetan librarian, all entirely supported by university funds. Because the founding director of our pioneering Modern Tibetan Studies Program (MTSP) retired in 2017, in the new cycle we request funds to support an administrative/teaching position in modern Tibetan studies for Years 2-4, which will add courses on modern Tibetan and Sino-Tibetan society and culture while providing new,

interim direction to the MTSP. In other words, Title VI funds will help us to leverage our unusual strength in Tibetan studies to encourage specialists to think about China and the world in new ways. This special synergy will be shared with students in classrooms, and “on the ground” in a new intensive Tibetan language summer study abroad program, for which we are also seeking modest support, in China’s Qinghai Province, on the Tibetan plateau [Budget pp. 1-2].

Another component of the Contemporary China in the World initiative is our **Sino-Vietnamese Curricular Project**. During the past funding cycle Columbia made significant progress toward the goal of establishing a firm foundation for the study of Vietnam, by adding fulltime teaching positions in modern Vietnamese history, Vietnamese literature, and Vietnamese language. The key foreign relationship of what is today the Socialist Republic of Vietnam has long been, and remains, that with China. Indeed, northern Vietnam was part of imperial China for over a millennium, and later independent Vietnamese states were integral to the premodern as well as modern “Sinosphere” in East Asia. We are asking for support during 2018-2022 for an international workshop, to be held in the spring of 2019, and a multi-year speaker series--both on the theme of Sino-Vietnamese relations. Beginning in Year 2, we will offer a course on Sino-Vietnamese relations that builds upon the findings of the workshop, in tandem with the speaker series. Again, the larger goal is to expand and deepen our collective understanding of the flows of people, ideas, resources, cultures, and trade that connect China to its neighbors, and to the world at large. We will share our findings with the public by making reports, audiovisual materials, and syllabi available on our website, and specifically on the Teaching Resources Web Portal [Budget p. 2].

THE LANGUAGE PROGRAM

Instruction in the Languages of the Region. In 2017-2018, Columbia offered 137 semester sections in Chinese, Japanese, and Korean, including specially developed sequences that meet the needs of heritage students, as well as 10 sections of Tibetan and 2 sections of Vietnamese on campus. Cantonese, Indonesian, and Filipino are available through a co-teaching arrangement with NYU. Specialized courses are also offered in classical Japanese and Chinese. Classical Korean is taught as part of the regular five-year Korean curriculum and students of Korean and Japanese often take classical Chinese. In this cycle, we are requesting funds to develop a new advanced (4th year) course and textbook in Business Chinese [Budget Summary p.1] to train students in the specialized vocabulary, jargon, and linguistic styles as well as appropriate behaviors of the Chinese business world. The textbook will include case studies of actual international and Chinese companies within the Chinese marketplace, some of which have been developed and tested in our intensive Business Chinese summer program in Beijing. EALAC has already developed courses and teaching materials in business Chinese at the 3rd year level and business Japanese, legal Chinese, and media Chinese for students at the 4th year level and above. Currently the Chinese-language program is completing textbooks on medical Chinese and engineering Chinese at the intermediate level. [See Table 11 for a breakdown of language skills by year].

Our Japanese language program, which offers 6 levels of academic-year instruction, is constantly innovating by producing and disseminating new teaching materials. In 2018-2022 we seek support for projects to: develop new audio materials on prosody (patterns of stress and intonation) for incorporation in the 1st and 2nd-year curricula; to implement project-based learning through recurrent online interaction with native Japanese speakers outside the classroom in the 2nd-year curriculum; and to complete and publish the textbook *Scholarly Reading in*

Japanese, which grows out of a specialized course created for graduate students, and represents a collaboration between the Columbia and Princeton Japanese language programs. As for our Korean language program, it is a sign of its national stature that in 2020 Columbia will host the annual conference of the American Association of Teachers of Korean (AATK), with anticipated attendance of more than 200 Korean language instructors from North America, Europe, and Asia. We are requesting a modest sum to help defray the cost of this major forum for presenting research and demonstrating new instructional techniques and materials in Korean language acquisition. Our Tibetan language program, one of the very few in the world, has three instructors offering three levels of modern colloquial Tibetan (Lhasa dialect) and two years of classical Tibetan. In the next funding cycle, we ask for funds to support the program director, Sonam Tsering, in developing two textbooks for intermediate and advanced modern Tibetan language study. These textbooks, once completed and published, will be the first such materials ever to be made available, and will have a significant impact internationally.

Columbia's Language Resource Center [LRC], which includes a language lab with state-of-the-art audio-visual and computer equipment, works closely with the Arts & Sciences and professional school faculty to evaluate language acquisition needs and provide innovative modalities for the acquisition of lesser taught languages. As a result, the LRC has developed special modules to supplement the regular language program in areas like business Chinese and Japanese for lawyers, and uses language maintenance courses to enable professional school students and non-East Asianists to incorporate East Asian language skills into their traditional programs of study. Building on these efforts, we established a new program to train native speakers from professional, scientific and other backgrounds to tutor students in Chinese for the improvement and maintenance of language skills. Tutors are trained in the use of language

teaching techniques to ensure appropriate and high quality teaching and work under the supervision of the regular language teaching programs.

Columbia also offers intermediate to advanced intensive Chinese and Japanese at its summer programs in Shanghai and Kyoto, and at its academic year program in Beijing, and students can enroll in intermediate to advanced programs through the Columbia-administered Kyoto Consortium for Japanese Studies, and through the Inter-University Center and CIEE consortia, of which Columbia is a member. Many advanced students pursue language work at Middlebury College, Cornell University, and other accredited U.S. language programs, or choose to study overseas from a list of 20+ Columbia-approved programs throughout East Asia. In 2018-2022 we ask for modest support in the development of an intensive summer Tibetan language study abroad program, in northwestern China. In the past, most students studied Tibetan abroad in Nepal, but political instability in recent years has made it inadvisable to send students there. By establishing a summer program in Qinghai, which we expect to do by Year 4, we will pioneer an important study-abroad alternative for students of Tibetan and Tibet.

Language Enrollment. The success of our language program is reflected in its high enrollments [Appendix B]. In AY 2017-2018, 1,418 students took classes in Chinese, Japanese, Korean, and Tibetan on campus, while the East Asia NRC provided fellowships for 64 students to conduct language study and research abroad. To facilitate language acquisition, we have requested 9 summer FLAS to be awarded to students at the 3rd year level or above (unless the student is pursuing Tibetan or a second East Asian language), tenurable at the programs described above [Budget p. 3]. We will continue our initiative, begun 2014-2018, to encourage promising students at CUNY and other Title III centers to apply for summer FLAS awards to study Chinese. In acknowledgment of the special challenges faced by Title III student populations, we

are adopting a new approach by targeting the approximately 100 majors in Chinese language and literature at Hunter College (CUNY), and especially their Chinese Language Flagship honors program. Our goal is to identify outstanding Hunter College students early and provide mentoring and advising to facilitate their study overseas.

Intensiveness. Columbia's 5-credit language courses require 5 classroom contact hours per week and about 9 hours per week of homework. In addition, for every three hours of classroom work, students are required to spend one hour in conversation practice and an hour working in the language lab. Columbia offers 5 levels of Chinese, Japanese and Korean, and 3 levels of modern Tibetan, in addition to courses in the classical languages of China, Japan, and Tibet. A non-credit workshop for advanced modern Tibetan meets twice a week. Students can take 2 levels of Vietnamese and Indonesian. Finally, all of Columbia's overseas programs offer intermediate to advanced level instruction (see above). A table of skills required at each level can be found in Table 11 below.

Table 11 - Standards of Language Instruction

Level of Study	Expectations of Student Ability	Examples of Specific Skills
1st Year	Use limited memorized material; Rely heavily on context; Know basic courtesy expressions; read basic & highly contextualized texts	Maintain simple Q&A conversation; Use numbers and dates; Write personal letters and notes
2nd Year	Use recombination of learned materials; Use simple sentence structure; Handle simple survival situations in culture; Understand connected and non-complex material especially that relate to daily life; read fully non-complex texts	Make simple comparisons; Give instructions; Write simple reports; Perform greetings and introductions; Share personal information
3rd Year	Demonstrate a command of vocabulary; Narrate in all major time frames; Use connected discourse of paragraph length; Gather main ideas and most supporting details; Understand the abstract if in a familiar context; Fully understand main ideas of non-technical prose	Read short stories and essays; Deal with complex cultural situations; Write compositions related to work and school
4th Year	Communicate smoothly and with confidence; narrate fully in all time frames; understand both concrete and abstract topics; Engage in both familiar and unfamiliar material; Able to defend point of view and support hypotheses in writing	Use compound sentence structure; Understand main themes in television and film; Use and understand authentic materials

5th Year	Use abundant, comfortable, and substantive language; Listen and read with ease of comprehension; Use paraphrasing and elaboration; Participate in formal/informal exchanges; High level vocabulary	Good control of structure in writing; Comprehend novels, journals and articles; Write research papers
Advanced	Comprehend uncommon language variations such as Korean/Japanese/Chinese mixed script, older language forms, and dialects	Distinguish literary styles

Teaching in the Language. Specialized performance-based 6th year tutorial courses provide opportunities for both disciplinary and professional school students to work in the primary and secondary sources specific to their specialties, while over 20 advanced non-language/non-literature courses make use of East Asian languages in discussion, readings, and/or student research [Appendix B]. Students taking Columbia's academic year program in Beijing can study math and sciences in Chinese as part of the regular Tsinghua University curriculum. In addition to language instruction, the East Asia NRC offers numerous extracurricular opportunities to develop language proficiency. Language Tables and Language Forums provide training in the professional use of Chinese, Japanese, and Korean and are facilitated by academics and professionals from Japan, China and Korea and their heritage communities in New York. Lunchtime lectures often feature visiting scholars and guests who lecture in their native tongues.

Sufficiency of Faculty and Performance-based Pedagogy Training. Most East Asian language instruction takes place in the EALAC Department. This year, we have 30 full-time language instructors. Even though ours is one of the largest East Asian language programs in the nation, the median class size in language courses is 9.5. Language lecturers undergo a rigorous process of formal review at the 2nd, 5th and 8th year, with the possibility of promotion to senior lecturer with tenure at the end of the 8th year. The **Standing Committee on East Asian Language Instruction**, comprising the directors of the Korean, Japanese and Chinese, Tibetan, and (from fall of 2018) Vietnamese Language Programs and three faculty members from the disciplines,

meets monthly to provide constant oversight of the language. **Performance-based pedagogy training.** Most of our senior full-time language faculty and many junior faculty have received training in ACTFL proficiency testing and performance-based instruction. We are requesting support for annual ACTFL training workshops. As important, the large majority of our instructors have undergraduate and/or graduate degrees in linguistics and language pedagogy. Columbia has a mentoring program that pairs faculty of established language programs with junior faculty and those teaching less established languages. In the upcoming cycle, we are requesting support for a series of language pedagogy workshops directed at the special needs of East Asian language instructors. Once a semester, the five East Asian language programs together choose and invite to Columbia an expert on language pedagogy to conduct a hands-on practicum. As part of our new collaboration with Hunter College (CUNY), the Chinese language program at Hunter will participate in this new teacher-training initiative. Columbia's **M.A. Program in Japanese Language Pedagogy** has to date trained 111 language faculty for schools and universities across the country. Columbia's international **Teaching Chinese to Speakers of Other Languages [TCSOL] Certificate Program**, pioneered by Teachers College, EALAC and our Asia for Educators Program, has provided accelerated state-of-the-art training in Chinese language pedagogy to over 300 teachers, helping to mitigate a national shortage of Chinese language teachers.

Performance-based Instruction. To ensure functional language acquisition, all Chinese, Japanese, Korean, and Tibetan language classes are taught using performance-based instruction that conforms to established national standards [see Table 11]. All students, including students returning from overseas study, are currently required to take a placement test at the beginning of each year unless they completed the preceding year with a grade of B- or higher. Since the last

cycle, EALAC faculty have implemented **universal pre- and post-testing** based on ACFTL OPI standards for all students. FLAS students are administered an *additional* oral proficiency component. Both the Chinese and Japanese language programs have recently developed and implemented an online automated testing program to achieve our goal of universal testing and promote efficiency gains. For the 2018-2022 funding cycle, we are requesting funds to support the development of an online pre- and post-testing system for the Korean language program [Budget p. 1].

Table 12 – Language Proficiency Requirements for Degrees

Degrees	Language Requirements
Bachelor of Arts (general)	Minimum of 2 years (20 points)
B.A. (with major in E. Asian studies)	Three years of Chinese, Japanese, Korean, or Tibetan
Masters in East Asian Languages and Cultures or Regional Studies: East Asia	Advanced proficiency in one East Asian language (3 years) or intermediate proficiency in Tibetan (2 years)
Professional degree with E. Asian specialization	No language requirement
Ph.D. in East Asian Languages & Cultures or East Asian History	Advanced proficiency in one East Asian language (5th year or above) and up to 2 years classical language training; reading knowledge of second East Asian language (usually accompanied by intermediate proficiency qualification, ie 3 rd -year level); 1-2 years in one European language

Columbia has exacting standards of language proficiency for all of its East Asia-related programs. Our language requirement of two years for non-East Asia majors is stricter than many of our peer universities who require only one year of language. East Asian majors must complete three years of an East Asian language [see Table 12].

QUALITY OF CURRICULUM DESIGN

The undergraduate program. Undergraduate instruction on East Asia has been incorporated in structured degree programs within Columbia College, the School of Engineering & Applied Sciences, Barnard College and the School of General Studies. Our freshman core programs in East Asian social science and East Asian humanities serve to introduce undergraduates to East

Asia early in their careers and encourage further disciplinary and language study. Students can declare majors in EALAC; major in other disciplinary departments with an East Asian concentration; elect an East Asia course as their “Global Core” course – a course required of all Columbia College students as part of Columbia’s world-renowned core curriculum; and the School of Engineering and Applied Sciences (SEAS) students can minor in East Asia. In 2017-2018 there were 2,900 undergraduate enrollments in East Asian courses.

The course requirements for the East Asian undergraduate major are: “Introduction to Major Texts: East Asia;” two introductory East Asian Civilization courses (China, Korea, Japan, Tibet, or Vietnam); one methodology course, “Approaches to East Asian Studies;” four East Asian elective courses, two of which must be from EALAC or Barnard College’s Department of Asian and Middle Eastern Cultures; and three years of Chinese, Japanese, Korean, Tibetan or Vietnamese. Students with a GPA of 3.6 or above may enroll in a senior seminar, in which each student writes a senior thesis applying the tools of his/her discipline. Students are encouraged to continue language learning above the advanced level and to pursue a second East Asian language. A wide range of courses (lectures and seminars) taught by full-time faculty are offered specifically for undergraduates. Similar programs exist within disciplinary departments with special advising provided by East Asia faculty for students wishing to concentrate on East Asia.

Graduate Programs. Columbia provides a number of graduate degree options for students interested in East Asia. The *Graduate School of Arts & Sciences*. At present 171 students working towards graduate degrees in nine departments are pursuing a specialization in East Asian Studies. The largest concentration is in EALAC, followed by History, Political Science, and Art History and Archeology. EALAC offers M.A., M.Phil., and Ph.D. programs in literature, philosophy and religion. History and EALAC offer a joint History-East Asia Ph.D. The terminal

M.A. degree program requires advanced knowledge of the target East Asian language as well as six content courses at the graduate level, a methodology course, and completion of a M.A. thesis. For doctoral students, the M.A. degree requires advanced knowledge of the target East Asian language; six content courses at the graduate level; and one M.A. thesis showing substantial research using an East Asian language. To this the M.Phil. adds proficiency in a second East Asian language; at least two language courses in the major language at the fifth-year level or above; six more seminars and colloquia; two additional research papers; an oral examination in four fields; and defense of a dissertation prospectus. For the Ph.D., a dissertation and oral defense are required and students must also complete a three-year teaching apprenticeship. EALAC's Language Pedagogy Program also enables its Ph.D. students to acquire language teaching skills. Each of the other graduate departments also has its own disciplinary requirements. A representative example in the social sciences is the Department of Political Science which offers M.A., M.Phil., and Ph.D. degrees in the specialties of comparative politics and international relations. In each case, the student is required to demonstrate disciplinary proficiency in several subfields as well as advanced East Asian language skills and an interdisciplinary grounding in modern East Asia. The last is generally accomplished by completing the requirements for the East Asian Institute Certificate [p. 38]. Comprehensive written and oral examinations; a dissertation; and an oral defense are required for the Ph.D.

Masters in Regional Studies–East Asia (MARSEA). The MARSEA program was created by the East Asia NRC to meet the demands for in-depth regional training of mid-career professionals, people pursuing joint degrees, government officials, and others. This degree requires advanced language proficiency; nine regional courses; one elective; and a master's thesis. Since its inception, approximately 5% of those who graduated from the MARSEA

program have gone on to pursue careers with the U.S. government; 8% went on to professional degree or doctoral programs; 43% pursued careers in business, finance, media, law, and healthcare; 24% in education and non-profits; and 17% work for foreign governments.

The Professional Schools. This year 20 students in the School of Law and 25 students in the Business School are participating in special programs relating to East Asia. In the School of International and Public Affairs, 43 students are pursuing regional specializations in East Asian studies or pursuing functional specializations with an East Asian focus; there is a regional knowledge requirement for all students. Teachers College has a special research and teaching program in Chinese education and continues to train teachers who specialize in East Asia in its program in social studies and international education. *The Weatherhead East Asian Institute Certificate Program* provides advanced interdisciplinary training in modern East Asian studies for students in all the professional and graduate schools. The Institute certificate requires that students pass the fourth-year language proficiency examination and take at least seven non-language courses, two of which are in the histories of the region, and at least two of which deal with parts of the region other than the student's country of language specialization. *Joint Degree Programs with the Professional Schools* have been organized between the WEAI and the schools of Business, International and Public Affairs, Law, and Teachers College (Education). These programs enable a student in one of the Schools to integrate the interdisciplinary substantive and language course offerings of the East Asia NRC into his or her professional program so that he/she can obtain a WEAI Certificate simultaneously with the professional degree being sought. The joint programs have been particularly effective because the professional schools have established a number of East Asian courses in their own professional disciplines [Appendix B] and in several cases have organized centers of teaching, research, and

public activity in which the NRC is directly engaged, providing a professional East Asian focus for students. Such centers include: The Center for Japanese Legal Studies, the Center for Korean Legal Studies, and the Center for Chinese Legal Studies in the Law School; the Center on Japanese Economy & Business and the APEC Study Center in the School of Business; the Center for Korean Research in the Arts & Sciences; the China Center for Social Policy in the School of Social Work; and the Center on Chinese Education at Teachers College.

Table 13 – East Asia Programs: Graduation Statistics for AY 2017-2018

East Asia graduation rates for AY 2017-2018:							
EALAC Major	EALAC Minor/ Concentrator	EALAC MA	EALAC PhD	EALAC M.Phil	MARSEA	WEAI East Asia Certificate	SIPA East Asia Regional Specialization
18	19	31	16	10	10	0	15

Counseling. Academic and career advising is provided for all students by departmental advisors. East Asian specialists and concentrators are assigned special advisors from among the faculty of the East Asia NRC. Members of the EALAC department provide counseling on language training and options for overseas study. Staff of the C.V. Starr East Asian Library provide training sessions on the use of its collections and on-line bibliographic resources. The East Asia NRC works with the Columbia College Career Center and the Office of Global Programs to participate in Career Fairs and to develop a mentoring system that helps undergraduates identify the array of Asia-related work opportunities and connects them with graduate students who have worked or studied in fields or industries of interest. During registration, the East Asia NRC holds meetings for incoming professional school and graduate students to orient them on opportunities available in East Asian studies and to make professional school students aware of East Asia elective and cross-registration options that are open to them within all the Columbia schools. The East Asia NRC's Student Affairs Officer, a full-time professional counselor, works with the

main university Office of Career Services (OCS) and the career services offices of all the professional schools, to spearhead East Asia-specific career initiatives. She supervises the student-led Asia Pacific Affairs Council [APAC], which coordinates career panels, weekly email job postings, a newsletter, alumni and career networks, and internship/job recruitment. She also runs an Undergraduate Initiative with student representatives from all the Columbia colleges, who conduct similar East Asia outreach events targeted to the undergraduate community. The East Asia NRC funds extensive internship opportunities through its summer grants and student activities budget [see Table 1].

Overseas Opportunities. Opportunities for study, work and research in East Asia and contacts with Asian scholars are an essential part of the university's programs at all levels. Columbia awards academic credit for more than 20 overseas academic year and summer programs in East Asia that have met the university's standards. The East Asia NRC awards more than \$500,000 annually in **student fellowship funds** that can be used for study or internships in East Asia, and Columbia College and Barnard College award travel fellowships for undergraduate summer research abroad. SIPA sponsors internships abroad for which the Center helps pay travel expenses, and graduate and professional students may use FLAS fellowships to attend approved summer Chinese, Japanese or Korean language programs. Students of Chinese law may participate in summer internships in public interest law in China. Students of Japanese or Korean legal studies may spend a year enrolled in the regular law programs at Tokyo, Kyoto or Seoul National University and can choose summer or year-long internships with one of 30 Japanese and four Korean law firms. We also run joint executive training programs with Fudan University and the Government of Guangdong, China, and the Business School and SIPA have joint programs with the University of Hong Kong and the National University of Singapore. Columbia

has developed its own specialized overseas immersion programs at top Chinese universities: an academic year and summer program at Tsinghua University in Beijing, and a business Chinese and internship program at Beijing University. In addition to language training, our Tsinghua program enables students to take math and science courses in Chinese, while our Beijing program provides students with an intensive six-week course focusing on law and business, followed by an internship with a multinational corporation in Beijing. In this new cycle, the Columbia East Asia NRC is requesting seed monies to continue the development of two new study abroad and technical internship programs adapted for the unique needs of science, engineering and medical students, including development of new syllabi and language textbooks that will ultimately be published and made available to the wider educational community. We are also requesting modest funding to begin the development of a summer study abroad program for Tibetan language in northwestern China, on the Tibetan plateau [Budget p. 2]. Columbia also administers the Kyoto Consortium for Japanese Studies on behalf of 15 institutions, and offers programs at the University of Hong Kong and Waseda University through its Office of Global Programs. In 2017-2018, 97 Columbia students conducted study and research in East Asia or worked in internships at the World Health Organization, the Asian Development Bank, and other organizations, and virtually all East Asia Ph.D. students in the Graduate School of Arts & Sciences engaged in overseas research.

OUTREACH ACTIVITIES

(a)The East Asia NRC maintains a full-time outreach office under the leadership of Dr. Roberta Martin [Appendix A]. Our program for teachers, Asia for Educators (AFE), is a national leader in the field and is committed to bringing the expertise of faculty at Columbia and other major centers directly to teachers (Kindergarten-undergraduate level) and students, through in-service

teacher training programs in 12 states, and multi-media curriculum materials. (b) Columbia faculty from the schools of Law, Business, International and Public Affairs and Teachers College actively contribute to all the Outreach Center's programs, and our Outreach program runs a joint TCSOL program with Teachers College and EALAC [p. 34]. Over the past few years, our Outreach Center programs have significantly increased their reach through new web portals for communication, development of new multimedia, free downloadable digital teaching materials, and fostering and enabling partnerships between undergraduate institutions and secondary schools in states where there has previously been no professional development available for teachers on East Asia. We are adding a new dimension to our K-12 outreach activities by means of our collaboration with Hunter College [pp. 6, 14]. Quantitative national and regional impact is included in Table 3.

Elementary and Secondary Schools. Our Asia for Educators [AFE] Program continues its national outreach as an original co-founding coordinating site of the National Consortium for Teaching about Asia (NCTA), formed in 1998 with funding from the Freeman Foundation. In 2017-18 the Columbia National Coordinating site of NCTA in collaboration with 11 other institutions affiliated directly with Columbia, sponsored a total of 40 in-service seminars, on-line courses, and workshops and recorded 4 new video presentations, drawing on faculty from Columbia and other universities, reaching more than 1200 school teachers and, in turn, approximately 100,000 students. This included outreach to states such as Arkansas, Mississippi, South Carolina, Georgia, Tennessee, Oklahoma, and Nevada, which are underserved in East Asia programming. We plan to increase this programming in the next cycle. In 2017 AFE collaborated for the first time with the "Nine University and College International Consortium of Georgia," based at Middle Georgia State University, to co-sponsor a one day *Conference on*

China that took place at Georgia Highlands College. 52 faculty members from all 9 member institutions, which serve a 58% minority student population of over 50,000, attended the conference.

Our series of video presentations by specialists in East Asia—titled “Top Ten Things to Know about [topics such as China’s Foreign Policy, or Korea, or Japanese Society] Today”—is extremely popular with teachers, and in the next cycle we plan to expand our library of archived videos for them and their students. In 2016 AFE initiated a new prize competition for Children’s and Young Adult Literature on East and Southeast Asia, which has attracted the attention of librarians and teachers nationally. Although consortia of centers focused on other world regions have awarded prizes for children’s books for some years, we are the first to do so for East and Southeast Asia. We are requesting funds to pay a student assistant to help administer the book prizes. Asia for Educators also works locally with the New York Department of Education to provide courses for teachers in New York’s inner city schools. Teachers who have completed 30 NCTA hours may apply to participate in our summer study tours of East Asia. From 2014 to 2017, Columbia sponsored seven study tours to China, Japan, and Korea, serving a total of 112 teachers over a four-year period. The AFE website resources include on-line teaching modules, primary sources for students, and teachers’ guides. Use of the website has grown, with 224,000 visitors to the site in 2017-2018. The AFE website has been featured on numerous lists of highly recommended education sites, and its materials linked on other sites for teachers, including EDSITEment by the National Endowment for the Humanities. In this cycle, AFE and Teachers College will continue to work together on expanding internships in more K-12 schools for its TCSOL program and will put in place a new job placement tracking architecture to monitor the progress and movements of its graduates [p. 42].

Post-Secondary Institutions. Columbia serves as a research center for scholars whose institutions have less varied resources. Six interdisciplinary University Seminars (Modern China, Modern Japan, Modern Korea, Southeast Asia, Traditional China, and Neo-Confucian) meet monthly throughout the academic year, bringing together Columbia's East Asian faculty, faculty and scholars from universities and colleges throughout the Tri-State area and beyond, and varied others, such as retired faculty and retired State Department personnel. Faculty who have research leaves from their colleges are invited to the Center as visiting scholars and granted access to the libraries. The WEAI offers adjunct research appointments and office space to East Asia faculty with appointments at local Title III and V and other educational institutions in the New York Tri-State area. In the next cycle, we will use our new, targeted partnership with Hunter College to encourage greater resource and knowledge sharing with Hunter's faculty. Based on the assessment data that we will collect on our collaborative projects with Hunter, we will develop a model for outreach to local MSIs that we can apply to other campuses within CUNY and SUNY.

From 2002-2007, our **ExEAS Program** developed curricula for college faculty introducing courses on East Asia and global issues, holding workshops with a diverse group of faculty from 2- and 4-year colleges to test new courses, develop teaching units, and providing pedagogical training for post-doctoral fellows. The program created 68 downloadable teaching units that are available for free on the web, and trained more than 18 postdoctoral fellows, who have gone on to pursue teaching careers at institutions across the country. We are requesting funds to continue to revise and update these existing teaching units, which are still in use by faculty across the country, as well as funds to add new global units developed through our Educator Workshops, and by our postdoctoral scholar. In 2018-2022, we are requesting support for web design, technical design, content revision and modular conversion services and partial

salary support for our Outreach Director, outreach program coordinator and outreach assistant to support our new and expanded outreach activities. We also request supplemental support to send speakers and provide materials for in-service teacher training sessions [Budget pp. 1-2].

Business, Media and the General Public. The **Brown Bag Lecture Series** of the WEAI is a major source of information about Asia in New York City. Open to the public and advertised in print, email, internet, and social media, the lunchtime (hence “Brown Bag”) series provides an opportunity to discuss major issues in the fields of business, law, government, politics, the arts and humanities with leading figures from the U.S. and the region. We are requesting partial support for our Asia Pacific Lecture Series [Budget p. 2], which provides some of the speakers for the Brown Bag Series. Our East Asian Centers mount **special seminars and conferences** that bring members of the business, diplomatic, legal and NGO communities to campus. The Center for Japanese Economy & Business, the Toyota Research Program, the APEC Study Center, and the Center for Korean Research examine contemporary economic and business issues across the region. The Gordon Wu Distinguished Lecture Series brings Chinese business leaders to the School of Business to share perspectives with school alumni and the scholarly and business communities. The Centers for Chinese, Japanese and Korean Legal Studies sponsor regular lectures for professionals in the legal community. The Modern Tibet Studies Program brings in business practitioners, NGOs, and heritage community members to discuss issues of sustainable business investment, cultural preservation, human rights and democracy in Tibet. Our **Policy Forums** are open to the public and bring important U.S. and Asian policymakers and policy experts to Columbia to discuss issues of global importance. Recent Policy Forums have featured a great diversity of voices – from Antonio T. Carpio, Senior Associate Justice in the Supreme Court of the Philippines, and Victor Cha, Korea Chair at the Center for Strategic and

International Studies at Georgetown University, to Tarô Konô, the Japanese Foreign Minister, Lily L.W. Hsu, Director-General of the Taipei Economic and Cultural Office in New York, and Michael Auslin, Director of Japan Studies at the American Enterprise Institute. Other notable guest speakers in the past cycle include Shinzô Abe, Prime Minister of Japan, who participated in a conversation with students during a Columbia University World Leaders Forum in 2014.

Our Program on **Contemporary Culture & Art** in East Asia, open to the public, explores cultural production and influences in East Asia, and the role they play in shaping issues in U.S. culture, through visual art, literature, and film, and invites featured artists, writers, curators, and filmmakers to participate in panels. Center faculty also actively address the public need for information concerning East Asia through lectures, consulting, board memberships, and media appearances. Our **Professional Fellows Program** provides training in regional affairs and U.S. policy toward Asia for mid-career government officials, business people, journalists, and legal specialists from the U.S. and abroad. And finally, most of our classes are open to the public through the School of Continuing Education.

The East Asia NRC's media outreach is among the most active in the country. Members of our faculty made 2,000 media appearances in 2014-2018, including 454 appearances in the past year. Faculty members such as Shang-Jin Wei, who served as the Chief Economist of the Asian Development Bank from 2014-2016; Takatoshi Ito, who formerly served on the Prime Minister of Japan's Council on Economic and Fiscal Policy; and Stephen Noerper, who is the current Senior Director of the Korea Society, regularly provide media outlets with expert opinion about economic, financial, and security issues in East Asia. Our faculty are regular contributors to international publications, such as *Foreign Affairs*, *Nikkei Asian Review*, the *Korea Times*, *Newsweek Japan*, the *Tokyo Shimbun*, and the *South China Morning Post*. The national and

international impact of East Asian studies at Columbia is enhanced by several **publications** **programs** that are sources of path-breaking scholarly works on East Asia. At present, 248 major monographs have been published as Studies of the Weatherhead East Asian Institute, 16 through *Asia Perspectives*, which deals with important Asian topics that cross the boundary between scholarly monographs and more encompassing general works, and 41 as *Weatherhead Books on Asia*, which publishes high-quality translations of works in Asian languages for students, scholars and the general reader. In the past cycle, we began to feature interviews with our authors in both print and video format on our website and through social media. Strong interest, as measured by social media indicators on Twitter and Facebook, prompts us to request funds to continue making high-quality video presentations about our authors and their research, and to disseminate these widely through online means.

FLAS SELECTION PROCEDURES

In alignment with **FLAS competitive preference priority 2**, FLAS fellowships are granted in Chinese, Korean, Japanese, and Tibetan, all less commonly taught (LCTLs) and priority languages on the Department of Education published list. In selecting recipients we consider only those students taking 3rd year level or above, with the exception of Tibetan for which we consider students at the 2nd year level or above, and in the case of students pursuing their second East Asian language. We never grant FLAS to students with the equivalent of native fluency.

Announcement of the availability of FLAS fellowships is made by the Fellowship Office of the Graduate School of Arts & Sciences in November, as well as through the Center's website, listservs and social media. Email announcements are sent to all eligible students in the schools of Architecture, Law, Business, and International Affairs, Journalism, Public Health, Teachers College and the undergraduate colleges. Center staff hold fellowships workshops on Columbia's

two main campuses to advise students on application procedures. In the 2014-2018 cycle, we worked with key CUNY faculty members and the Study Abroad Offices at each of the CUNY campuses to identify the strongest students and provide them with appropriate advising and mentoring. We will continue these efforts in the next cycle, but with special attention to our new partners at Hunter College, which has the only B.A. program in Chinese studies in the CUNY system. **Applications**, due in mid-March, are submitted electronically through the Graduate School's website and consist of a detailed written form, transcripts, letters of recommendation, a short essay describing how the student will use the grant to further his/her development of language skills appropriate to his/her program, and a copy of the students' FAFSA to determine financial need. **Selection** is made in mid-April by an interdisciplinary committee chaired by the NRC director and comprised of two faculty from the professional schools, the associate dean of the School of International Affairs, and six faculty from the humanities and social science departments. **Criteria** for selection are academic achievement (a minimum GPA of 3.3, and more typically a score in the range of 3.7 and above), strength of recommendations, and determined necessity for language in the applicant's future career. Starting in 2015-2016, we prioritized eligible applications by financial need in alignment with **FLAS competitive preference priority 1**. Students with the lowest Expected Family Contribution (EFC) will receive the highest priority. In accordance with stated past priorities, we have awarded a minimum of 25% of FLAS to students pursuing professional degrees, particularly Master of International Affairs students, many of whom enter government service. Recipients of FLAS have also included applicants from Teachers College and the Schools of Public Health and Social Work. Students are notified as soon as the ED notifies us of receipt of the coming year's grant. Given the large demand for FLAS support, we are requesting 9 academic year FLAS and 9

summer FLAS per year. Two of each category will be reserved for undergraduates [Budget p. 3] and we will continue to open our summer FLAS competition to Title III students at CUNY (especially Hunter) to facilitate their participation in Chinese language summer programs.

PRIORITIES

The Center makes every effort to meet the absolute and competitive preference priorities for the NRC and FLAS programs. First, diverse perspectives and a wide range of views are presented in all speaker series supported by the Center (pp. 2, 12, 20, 28, 44-46), and we promote lively debate on international affairs in all our workshops, symposia, and other public events. We continue to encourage government service relating to East Asia by means of our student counseling activities (pp. 9, 39-40), through internships, and by featuring speakers as well as alumni (on career panels) who are prominent civil servants. Many of our faculty, including Tom Christensen, Merit Janow, George Packard, Joel Wit, and Stephen Noerper, bring their own extensive experience in government service to bear in their scholarship, and their teaching and mentoring activities (Appendix A). Janow, a Japan and China expert, is the current Dean of SIPA, where she oversees the granting of over 700 M.A. degrees annually in public policy. Approximately 15% of all SIPA graduates go on to work for the U.S. government. Our Center mentors SIPA students directly through our East Asian Regional Specialization and Certificate Programs, and in its supervision of SIPA Asia-related student groups, such as APAC (pp. 38, 39-40). In 2017, 3 SIPA students affiliated with our Center were selected for the prestigious and selective Presidential Management Fellows Program, which trains awardees for two years at a U.S. government agency. One of those students, Nicholas Reinhold, graduated in 2018 from our MARSEA program, with a thesis on security threat perception in Japan. Reinhold, whom we awarded a FLAS scholarship, is a member of the U.S. Air Force Reserve, and is now returning to

government service. Other recent FLAS recipients and/or MARSEA or East Asia-concentrating SIPA graduates currently work in the Department of State and the U.S. military. A 2017 graduate of MARSEA, Nicholas Liu, is training to become an Air Force Regional Affairs Specialist to China with a concentration in cybersecurity. As for Absolute Priority 2, the Center supports teacher training activities in many ways at Columbia and beyond. On campus, we continue our program of educator workshops for Title III and V faculty as well as our own doctoral and postdoctoral students (pp. 5, 12) and we remain committed to active support of the training of teachers of 5 priority languages, through our TCSOL and Japanese language pedagogy programs, a new pedagogy speaker series, and other proposed projects for our language programs (pp. 2, 11-12, 29-30, 34). Beyond Columbia, we actively train K-12 teachers through our AFE outreach initiative, and in 2018-2022 we will work with Hunter College's M.A. Program in the Teaching of Chinese (Grades 7-12) to support teacher training activities on their campus (pp. 3, 6, 14).

Our proposal for 2018-22 meets the NRC Program's Competitive Preference Priority 1 by a) continuing our work to create a vibrant network of East Asia specialists in the Tri-State Area, by means of active outreach to MSIs such as the schools within CUNY (pp. 5, 43-44), and b) initiating a new, focused collaboration with Hunter College (CUNY), and specifically its Chinese language programs (pp. 3, 6, 14). We are meeting Competitive Preference Priority 2 by collaborating with Teacher Education programs at Columbia's Teachers College, and at Hunter College (pp. 6, 14, 34, 41-42). Finally, our Center is meeting the FLAS Program's Competitive Preference Priority 1 by prioritizing eligible FLAS applications by financial need (pp. 48-49), and Competitive Preference Priority 2 by awarding FLAS academic year fellowships in the LCTLs of Chinese, Japanese, Korean, and Tibetan.

Diverse Perspectives and Areas of Need

1. Diverse Perspectives and Wide Range of Views in Funded Activities

The Columbia East Asia NRC is deeply committed to the mission of creating and disseminating knowledge about the East Asian region precisely through the mechanism of debate that reflects widely diverse perspectives and views. Specific activities funded by the grant that exemplify this commitment are: a) the Asia Pacific Lecture Series, which features public presentations (followed by question/answer and discussion sessions) by speakers of widely varying backgrounds, areas of specialization, ethnicity and nationality, and political orientation; b) the Sino-Vietnamese speaker series, which will invite a range of experts from academic as well as policy communities to address publicly such controversial topics as the Indochinese Wars of the 20th century, the South Sea China and Exclusive Economic Zone debates, and modern Communist partnerships in East Asia; c) the activities of our Modern Tibetan Studies Program, which will include workshops, film screenings, public lectures, and the development of new courses engaging the many different perspectives necessary for healthy debate and balanced understanding of such issues as human rights, resource conflict (especially concerning water), Sino-Indian and Sino-Tibetan relations, and cultural preservation; d) the organizing of annual workshops on Chinese urbanization and urban planning by graduate students in the Graduate School of Architecture and Planning, who are committed to including the perspectives of the design and real estate industries, as well as experts on historic preservation and urban planning, in exploring the costs, benefits, and opportunities of rapid urbanization in China; e) our new series of lecture/workshops on language pedagogy, which will permit each of our five lesser-taught language programs, plus the Chinese language program at Hunter College (CUNY), to select and invite, in turn, an external expert on any field of language pedagogy or applied linguistics to speak at Columbia to the language teaching community; and f) the activities of our award-winning Asia for Educators (AFE) K-12 teacher training outreach program, which offers online courses and reading groups designed to generate productive, educational debate on challenging topics such as the atomic bombings of Japan, the Vietnam War, and North Korean society and culture, and which has recently created and begun to administer the pioneering Freeman Awards for children's and young adult/middle school books on East Asia, which are selected by diverse review committees made up of active and retired school teachers, librarians, and school administrators from throughout the U.S.

2. Government Service in Areas of National Need and in Other Employment Sectors

The East Asia NRC at Columbia encourages government service relating to East Asia, which has been identified by the Secretary as an area of national need. We do this by means of our counseling activities, and by featuring speakers who are currently engaged in government service—such as members of the diplomatic corps and the Intelligence Community—on career panels as well as in workshops and symposia dealing with international affairs. Many of our faculty, such as Merit Janow, Joel Wit, Stephen Noerper, and Tom Christensen, bring their own extensive experience in government service to bear in their scholarship, and their teaching and mentoring activities. Janow, a Japan and China expert, is the current Dean of the School for International and Public Affairs (SIPA), where she oversees the granting of over 700 master's degrees annually in public policy. Approximately 15% of all SIPA graduates go on to work for the U.S. government. Our Center mentors SIPA students directly through our East Asian Regional Specialization and Certificate Programs, and in its supervision and encouragement of SIPA Asia-related student groups. We award FLAS scholarships annually to SIPA students, and to students in our M.A. in Regional Studies: East Asia program (MARSEA), who enter the State Department as well as other government agencies. Every year MARSEA admits and trains officers from the U.S. military. We teach and advise students such as Nicholas Liu '17, who is now training as an Air Force Regional Affairs Specialist to China with a concentration in cybersecurity, Leroy Spencer '16, a Foreign Area Officer for the U.S. Army in China, and Jacqueline Hearne '15, a Foreign Area Officer for the U.S. Army in Japan, who bring perspectives based on years of military experience—including combat deployment—which provide balance in the classroom and inspire others to consider similar careers. The NRC is also engaged as a matter of course in training students to become educators (both K-12 and at the postsecondary level) with deep expertise in East Asia, and in providing undergraduates as well as graduate students with the skills (including language) and knowledge that will produce a globally competitive workforce.

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APPENDIX A

Curriculum Vitae and Position Descriptions

APPENDIX A: CURRICULUM VITAE

Appendix A.i: Associated Faculty.....	1-77
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In alphabetical order by last name:

A.....	1-2
B.....	2-4
C.....	5-10
D.....	10
E.....	11
F.....	12
G.....	13-15
H.....	15-20
I.....	21-22
J.....	22-23
K.....	24-31
L.....	31-39
M.....	39-42
N.....	43-46
O.....	46-47
P.....	47-50
Q.....	51
R.....	52-54
S.....	55-62
T.....	62-66
W.....	66-71
X.....	71
Y.....	72-75
Z.....	75-77

Appendix A.ii: Project Staff.....	78-79
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In alphabetical order by last name:

A-J.....	78
K-Z.....	79

*FACULTY WITH SINGLE ASTERISK ARE ALSO LISTED WITH PROJECT STAFF

**STAFF WITH A DOUBLE ASTERISK ARE ALSO LISTED AS ASSOCIATED FACULTY

Total faculty: 154

Total staff: 4

Paul Anderer, Mack Professor of Humanities; Professor of Japanese Literature**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, tenured**Education:** B.A., University of Michigan (1971); M.A., University of Chicago (1972); Ph.D., Yale University (1979)**Academic Experience:** Lecturer and Assistant Professor, University of Notre Dame, 1976-80; Assistant Professor, 1980-86; Associate Professor, 1986-89; Professor, 1989-present, Columbia University**Overseas Experience:** Fieldwork, Japan (1968-69, 1974-75, 1986-87); Tsunoda Fellow, Waseda University, Japan (Fall 2012); Visiting Scholar, La Sapienza, Rome (Spring 2013); Mellon Initiative, Waseda University, Japan (Summer 2014)**Language Proficiencies:** Japanese (5); French (3) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Research in East Asian Studies; Soseki and World Literature; Major Texts: East Asia; Modern Japanese Literature; Colonial & Post-Colonial Literature; Research in East Asian Studies; Kurosawa Seminar; Modern Japanese Literature**Research and Training Specializations:** Modern Japanese literature, film, and cultural criticism; Narrative topography; City cultures; Modern tragedy**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 3 Ph.D.; 3 M.A.**Recent Recognitions/Awards/Honors:** Vice Provost for International Relations, Associate Vice-President for Academic Planning and Global Initiatives in the Arts and Sciences, and Acting Dean of the Graduate School, Columbia University**Talia Andrei, Mary Griggs Burke Teaching Fellow and Lecturer in Art History and Archaeology****Department and Tenure Status:** Art History and Archaeology, Columbia University, not tenured**Education:** B.A., Rutgers University; Ph.D., Columbia University (2016)**Academic Experience:** Assistant Professor of Art History, Wesleyan University**Overseas Experience:** Field Research in Japan**Language Proficiencies:** Japanese (4) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Sacred Landscapes of Japan; Buddhist Art and Architecture**Research and Training Specializations:** Late-medieval Japanese painting and the social, political, and economic context in which it was created**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Fulbright IIE Recipient, Gakushūin University (Tokyo)

Charles K. Armstrong, The Korea Foundation Professor of Korean Studies in the Social Sciences

Department and Tenure Status: History, Columbia University, tenured

Education: B.A., Yale University (1984); M.S., London School of Economics (1988); Ph.D., University of Chicago (1994)

Academic Experience: Visiting Lecturer, University of Washington, 1993-94; Visiting Assistant Professor, Princeton University, 1995-96; Visiting Professor, Graduate School of International Studies, Seoul National University; 2008-present, Assistant Professor, 1996-2014, Columbia University

Overseas Experience: Fieldwork, Korea (1984-86, 1991-92, 2000-01); Fieldwork, China (1986-87); Fieldwork, United Kingdom (1987-89); Fieldwork, Canada (1992-95); Numerous short-term research trips to Japan, China, Germany, Hungary, Russia; South Korea, China and North Korea (2012-2013)

Language Proficiencies: Korean (5); Chinese (4); Japanese (3); German (3); Russian (2); French (1) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: Approaches to International and Global History, Socialist and Post-Socialist Cities of Eurasia; History of the World: 1450 CE to the Present; The Asia-Pacific Wars; Colonialism and East Asia; Contemporary Western Civilization; Geopolitics; History of Modern Korea; Korean Civilization; Modern Korean History; Vietnam War: History, Media, Memory

Research and Training Specializations: Modern Korean, East Asian, and International history

of Recent Publications: 3

Number of Dissertations and/or Theses Supervised in the Past Five Years: 7 Ph.D.; 6 M.A.

Recent Recognitions/Awards/Honors: Academy of Korean Studies Core University Grant (PI); Award for Outstanding Conference Presentation, Teachers College, Columbia University (1998); The United States Information Agency Travel Grant (1997)

Seunghye Back, Adjunct Lecturer in Korean

Department and Tenure Status: East Asian Languages and Cultures, Columbia University, not tenured

Education: B.A., Sangmyung University (2002); M.A., Sangmyung University (2004); Ph.D., Sangmyung University (2009)

Academic Experience: Korean Language Lecturer, Sangmyung University, 2006-09

Overseas Experience: Korean Language Lecturer, Sangmyung University (2006-09); Undergraduate, Graduate, and Doctoral Student, Sangmyung University (1998-2009)

Language Proficiencies: Korean (5) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): B.A. in Korean Language Education, Sangmyung University (2009)

Instructional Content Area Expertise: 100%

Courses Taught: Fourth Year Korean I

Research and Training Specializations: Korean textbook development and Korean language education

of Recent Publications: 2

Number of Dissertations and/or Theses Supervised in the Past Five Years: None

Recent Recognitions/Awards/Honors: None

Nicholas Bartlett, Assistant Professor in Contemporary Chinese Culture and Society**Department and Tenure Status:** Barnard College, Columbia University, tenure track**Education:** B.A., Pomona College; M.A., Columbia University; Ph.D., University of California, Berkeley**Academic Experience:** Lecturer in Anthropology, University of California, Los Angeles; Lecturer in Anthropology, University of Southern California**Overseas Experience:** Fieldwork in China**Language Proficiencies:** Chinese (4) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Critical Approaches to East Asian Society; Health and Society in Contemporary East Asia; China and the Politics of Desire; Culture, Health, and Healing in East Asia; Labor and Love in China**Research and Training Specializations:** Medical and psychological anthropology; Addiction and recovery; Civil society; Mental health service provision; Psychoanalysis**# of Recent Publications:** 3**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** New Center for Psychoanalysis Eisenstein-Gabe Research Fellowship Award (2013-17)**Pema Bhum, Lecturer in Tibetan****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** M.A., Northwest Nationalities University**Academic Experience:** Tibetan Language and Literature Lecturer, Indiana University; Tibetan Language and Literature Lecturer, Northwest Nationalities Institute**Overseas Experience:** Worked as a Tibetan Language and Literature Lecturer at the Northwest Nationalities Institute in Lanzhou, China**Language Proficiencies:** Tibetan (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** M.A. in Tibetan Studies, Northwest Nationalities University**Instructional Content Area Expertise:** 100%**Courses Taught:** Second Year Classical Tibetan I; Second Year Classical Tibetan II**Research and Training Specializations:** Tibetan language**# of Recent Publications:** None**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Director of the Latse Contemporary Tibetan Cultural Library in New York City; Founder of Dmangs-gtso (independent Tibetan language newspaper), and Ljang-gzhon (Tibetan literary magazine)

Lisbeth Kim Brandt, Adjunct Associate Professor of East Asian Languages and Cultures; Research Scholar at the Weatherhead East Asian Institute*

Department and Tenure Status: Weatherhead East Asian Institute, Columbia University, not tenured

Education: B.A., Smith College (1984); Ph.D., Columbia University (1996)

Academic Experience: Assistant Professor, Amherst College, 1996-2005; Associate Professor, Columbia University, 2007-2016

Overseas Experience: Kyoto and Tokyo, Japan (Summer 2013); Visiting Researcher in Japanese History, Seikei University, Japan (Fall 2006); Visiting Researcher, school for International Liberal Studies, Waseda University, Japan (1998-1999); Dissertation research and graduate coursework as a visiting student, Waseda University, Japan (1992-1993)

Language Proficiencies: Japanese (5) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: Introduction to East Asian Civilizations: Japan to 1600; Modern Japan: 1800 to the Present; Japan and Imperialism in East Asia; Histories of Consumption; Treaty-Port Japan; Postwar Japan in the World, War and Memory in East Asia; MARSEA Workshops I & II

Research and Training Specializations: Twentieth-century Japanese cultural and social history; Japanese imperialism and colonialism, especially in Korea; Japan-U.S. relations; History of the Cold War; Women's and gender history; History of the body; History of material culture

of Recent Publications: 4

Number of Dissertations and/or Theses Supervised in the Past Five Years: 3 Ph.D.; 6 M.A.

Recent Recognitions/Awards/Honors: Northeast Asia Council Japan Studies Grant (2014); Fulbright Research Fellowship (2009-2010)

Jason Bruder, Adjunct Professor of International and Public Affairs

Department and Tenure Status: School of International and Public Affairs, Columbia University, not tenured

Education: B.A., Syracuse University (1993); M.A., The Johns Hopkins University (1997)

Academic Experience: Adjunct Professor, Georgetown University School of Foreign Service, 2012-2013

Overseas Experience: Served as a Foreign Service Officer at the U.S. Department of State (2000-2007)

Language Proficiencies: French (3); Russian (3); Spanish (2) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 50%

Courses Taught: Russia-China: Past, Present, and Future

Research and Training Specializations: Sino-Russian relations

of Recent Publications: None

Number of Dissertations and/or Theses Supervised in the Past Five Years: None

Recent Recognitions/Awards/Honors: George F. Kennan Fellowship; Kathryn Davis Fellow for Peace; Meritorius Honor Award; Presidential Management Fellowship

JM Chris Chang, Ph.D. Candidate in East Asian Languages and Cultures**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Amherst College (2006); M.A., London School of Economics (2010)**Academic Experience:** EALAC Lead Teaching Fellow, Columbia University, 2016-2017; Senior Thesis Tutor, Columbia University, 2012**Overseas Experience:** Visiting Researcher, Peking University (2010-2011); Fieldwork and Pre-dissertation research, China (2013-2016)**Language Proficiencies:** Chinese (5); Japanese (3) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Research in East Asian Studies; Introduction to East Asian Civilizations: China; History of Modern China II**Research and Training Specializations:** History of modern China**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Center for Teaching and Learning Lead Teaching Fellow (2016-2017); Sasakawa Young Leaders Fellowship (2016-2017); SSRC International Dissertation Research Fellowship (2014-2015); Fulbright IIE Graduate Research Fellow (2014-2015)**Junjie Chen, ACLS Teaching Fellow and Lecturer in Anthropology****Department and Tenure Status:** Anthropology, Columbia University, not tenured**Education:** Ph.D., University of Illinois at Urbana-Champaign (2011)**Academic Experience:** None**Overseas Experience:** Research, China (Summer 2012)**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Chinese Society and Culture; Chinese Science and Medicine in East Asia and Beyond; Postsocialist China: State, Society and Globalization; The Politics of Reproduction**Research and Training Specializations:** Population Studies; Gender; Reproductive Politics; Ethnography; China**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None

Jim Cheng, Director, C.V. Starr East Asian Library**Department and Tenure Status:** C.V. Starr East Asian Library, Columbia University, not tenured**Education:** B.A., Fudan University; M.A.; M.L.S., University of Washington**Academic Experience:** Director, International Relations and Pacific Studies Library/East Asia Collection, University of California, San Diego; Librarian, University of Iowa; Librarian, New York University; Librarian, University of Washington**Overseas Experience:** Undergraduate education in China**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** None**Research and Training Specializations:** Chinese language and literature; Comparative literature; Library sciences**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Library Journal "Mover and Shaker" (2008); Fulbright Scholar Research Award (2009-2010)**Yasmin Cho, Postdoctoral Research Scholar****Department and Tenure Status:** Anthropology, Columbia University, not tenured**Education:** Ph.D., Duke University (2015)**Academic Experience:** Postdoctoral Fellow, University of Michigan, 2015-2016**Overseas Experience:** Field Research and graduate coursework in China (2010-2013)**Language Proficiencies:** Chinese (4); Tibetan (4) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Making Ethnographies: Method and Writing; Society, Theory, and Contemporary Questions**Research and Training Specializations:** Materiality, mobilities, gender, space, building practices, and the anthropology of architecture; Anthropology of religion; Buddhist revivals and Buddhist nuns (Tibet and China)**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Parson Prize, Best Graduate Student Paper (2015); International Dissertation Research Fellowship IDRF Awardee (2012)

Patrick Chovanec, Adjunct Professor of International and Public Affairs

Department and Tenure Status: School of International and Public Affairs, Columbia University, not tenured

Education: B.A., Princeton University; M.B.A., University of Pennsylvania

Academic Experience: Associate Professor of Practice, Tsinghua University

Overseas Experience: Chairman, Public Policy Development Committee, American Chamber of Commerce in China; Director, Institutional Investor's Asia Pacific Institute (Hong Kong); Associate Professor of Practice, Tsinghua University; Associate Professor, School of Economics and Management, Beijing, China

Language Proficiencies: Chinese (3) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: U.S.-China Negotiation Workshop

Research and Training Specializations: Chinese economics

of Recent Publications: 6

Number of Dissertations and/or Theses Supervised in the Past Five Years: None

Recent Recognitions/Awards/Honors: Palmer Scholar

Thomas Christensen, Professor of International and Public Affairs

Department and Tenure Status: School of International and Public Affairs, Columbia University, tenured

Education: B.A., Haverford College (1984); M.A., University of Pennsylvania (1987); Ph.D., Columbia University (1993)

Academic Experience: William P. Boswell Professor of World Politics of Peace and War, Princeton University, 2011-2018; Professor of Politics and International Affairs; Director, China and the World Program, Princeton University, 2003-2018; Director, Master's of Public Policy Program, Woodrow Wilson School, Princeton University, 2009-2018; Academic Advisory Board, Schwarzman Global Scholars Program, 2013-2016; Professor of Political Science, MIT, 2002-2003; Associate Professor of Political Science, MIT, 1998-2002; Associate Professor of Government, Cornell University, 1997-1998; Assistant Professor of Government, Cornell University, 1993-1997

Overseas Experience: Deputy Assistant Secretary of State for East Asian and Pacific Affairs (2006-2008); University of International Business and Economics, Language Program (1987)

Language Proficiencies: Chinese (4); Spanish (2) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: Chinese Foreign Policy; International Relations of East Asia

Research and Training Specializations: China's foreign relations; International relations of East Asia; International security

of Recent Publications: 10

Number of Dissertations and/or Theses Supervised in the Past Five Years: None; New to Columbia

Recent Recognitions/Awards/Honors: Council on Foreign Relations, Arthur Ross Book Award, Silver Medal (2016); Foreign Affairs magazine Book of the Year Selectee (2015); Amazon.com Book of the Year Award Selectee, History (2015); Fareed Zakaria GPS (CNN) Book of the Week Selectee (2015)

Eunice Euna Chung, Lecturer in Korean**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Korea University; M.A., Columbia University**Academic Experience:** Boston University, 2010-2015; University of Pennsylvania, 2010-2015**Overseas Experience:** Undergraduate education in Korea**Language Proficiencies:** Korean (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** B.A. in English Language Education, Korea University; M.A., Teaching English to Speakers of Other Languages, Teachers College, Columbia University**Instructional Content Area Expertise:** 100%**Courses Taught:** Introductory Korean A; Introductory Korean B; First-Year Korean I; Second-Year Korean I; Third Year Korean II**Research and Training Specializations:** Language pedagogy; Second language acquisition; Instructional technology**# of Recent Publications:** None**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None**Miriam Chusid, Mary Griggs Burke Teaching Fellow and Lecturer in Art History and Archaeology****Department and Tenure Status:** Art History and Archaeology, Columbia University, not tenured**Education:** Ph.D. Princeton University (2016)**Academic Experience:** Assistant Professor of Religion, College of William and Mary, 1999-2005**Overseas Experience:** Field Research, Japan (2012-2014)**Language Proficiencies:** Japanese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Death and Afterlife; The Arts of Japan; Contemporary Japanese Art**Research and Training Specializations:** Medieval Japanese religious arts and surrounding cultural context; contemporary and modern reception of premodern art**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None

Myron Cohen, Professor of Anthropology**Department and Tenure Status:** Anthropology, Columbia University, tenured**Education:** B.A., Columbia University (1958); M.A. Columbia University (1963); Ph.D., Columbia University (1967)**Academic Experience:** Columbia University, Lecturer, 1966-68; Assistant Professor 1968-73, Associate Professor, 1973-77, Professor, 1977 to present**Overseas Experience:** Fieldwork, Taiwan, 1963-1965, 1971-1972, 1983, 1990-2002; Fieldwork, China, 1975, 1986-1987, 1990, 2002; Annual trips to China, Hong Kong or Taiwan for the last 30 years; symposium and conference participation in Singapore and Indonesia, 2012-2013**Language Proficiencies:** Chinese (4); Hakka Chinese (3) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Ethnographic China; Seminar on Late Imperial China; Chinese Society; Popular Religion in East Asia; Seminar on Modern Taiwan; Religion in Chinese Society**Research and Training Specializations:** Family; Social relations; Political relations; Economic culture; Religion; Modernity and social change; China; East Asia; Chinese kinship; Popular religion; Community organization; Economic culture; The interconnections between local society and state organization**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 11 Ph.D.; 3 M.A.**Recent Recognitions/Awards/Honors:** Special Lecturer Invitee, College de France, (1998), London School of Economics (1999), and Oxford University (1999)**Michael Como, Toshu Fukami Associate Professor of Shinto Studies****Department and Tenure Status:** Religion, Columbia University, tenured**Education:** B.A., Harvard University; Ph.D., Stanford University**Academic Experience:** Assistant Professor of Religion, College of William and Mary (1999-2005)**Overseas Experience:** Hiraizumi, Japan, IFUNA annual conference (August 2011); Paris, France, European Association of Chinese Studies Bi-annual Conference (September 2012); Taipei, Taiwan (Summer 2012); Invited Foreign Scholar, Ritsumeikan University, Kyoto, Japan (2015-2016); Invited Foreign Scholar, Kyoto University (2006-2007)**Language Proficiencies:** Japanese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Colloquium on Major Texts: East Asia; East Asian Buddhism; Graduate Seminar in Japanese Religion**Research and Training Specializations:** Transmission and diffusion of rituals and deities to Japan; Local religious traditions; Urbanization and theological innovation**# of Recent Publications:** 4**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 9 PhD; 5 M.A.**Recent Recognitions/Awards/Honors:** Taiwan Ministry of Foreign Affairs Research Grant (2012); NEH Summer Institute Fellow (2011); Taiwan Economic and Cultural Office of New York Summer Grant (2009); Social Science Research Council/Chiang Ching-kuo Foundation Research Fellowship (2008)

Gerald Curtis, Burgess Professor Emeritus**Department and Tenure Status:** Political Science, Columbia University, tenured**Education:** B.A., University of New Mexico (1962); M.A., Columbia University (1964); Ph.D., Columbia University (1969)**Academic Experience:** Lecturer, Department of Political Science, University of Illinois, 1968; Lecturer, Department of Political Science, Columbia University, 1968-69; Assistant Professor, 1969-74; Associate Professor 1974-76; Full Professor 1976--; Burgess Professor 1998-Present**Overseas Experience:** Visiting Professor, Keio University 1973, 1978; Visiting Professor, University of Tokyo, 1976-77; Visiting Professor, Graduate Research Institute for Policy Studies, 2000 ---; Visiting Professor, College de France, 2001; trips to Japan, Korea, Vietnam, Singapore, Indonesia and China (2013-2014).**Language Proficiencies:** Japanese (5); French (3) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Japanese Politics**Research and Training Specializations:** Japanese politics; East Asian international relations; Political parties; Interest groups; Comparative politics; U.S. policy in East Asia; Policymaking**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 1 Ph.D.; 1 M.A.**Recent Recognitions/Awards/Honors:** Honorary Citizen of Beppu, Japan; Board of Directors of the Japan Society of New York; Councillor to the US-Japan Council; Recipient of First Marshall Green Award of the Japan-America Society of Washington, D.C. (2011); Recipient of the Eagle on the World**Vishakha Desai, Senior Research Scholar in Global Studies****Department and Tenure Status:** School of International and Public Affairs, Columbia University, not tenured**Education:** B.A., Bombay University; M.A., University of Michigan; Ph.D., University of Michigan**Academic Experience:** Boston University; University of Massachusetts; Teaching Fellow, University of Michigan, 1974-1977**Overseas Experience:** Undergraduate education in Bombay, India**Language Proficiencies:** Hindi (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 25%**Courses Taught:** China-India: A Bilateral Relationship of Consequence**Research and Training Specializations:** Asian Art; Cultural roots of Asia's economic and political transformation and challenges**# of Recent Publications:** 9**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** President and CEO, Asia Society (2004-2012); Cultural Leadership award, CEC Arts Link (2013); Leadership Award, Leadership Education for Asian Pacifics, Inc. (2011); Distinguished Service to the Visual Arts, ArtTable (2008)

Alex Eble, Assistant Professor of Economics and Education**Department and Tenure Status:** Teachers College, Columbia University, tenure track**Education:** B.A., Indiana University, Bloomington; M.A., Brown University; Ph.D., Brown University (2016)**Academic Experience:** Teaching Fellow, Brown University, 2015; Education and Economic Development, University of Science and Technology Beijing**Overseas Experience:** Consulting Economist, Effective Intervention, Centre for Economic Performance, London School of Economics; Taught in China**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Microeconomic Theory with Applications to Education**Research and Training Specializations:** Economics of education in the developing world**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Provost's Investment Fund Recipient (2017-2019); National Science Foundation Graduate Research Fellowship (2010-2015); Abramson Award Paper Prize (2013); National Science Foundation Fellowship (2011-2013)**Shigeru Eguchi, Senior Lecturer in Japanese; Associate Director, Japanese Language Program****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Ibaraki University (1989); M.A., University of Iowa (1994)**Academic Experience:** Hokkaido International Foundation, Lecturer and Program Coordinator, 1995-2000 (summer); Middlebury College Summer Language School, Lecturer, 2001- 2002 (summer); Columbia University, Lecturer, 1994 to present; Administrative Director of the Summer MA Program in Japanese Pedagogy, 2006 to present**Overseas Experience:** Worked as a Lecturer at the Hokkaido International Foundation (1995-2000) in Japan**Language Proficiencies:** Japanese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** B.A. in Teaching of English, Ibaraki University (1989); M.A. in Japanese Pedagogy, University of Iowa (1994)**Instructional Content Area Expertise:** 100%**Courses Taught:** Second Year Japanese; Fourth Year Japanese**Research and Training Specializations:** Japanese language**# of Recent Publications:** 4**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None

Bernard Faure, Kao Professor in Japanese Religion**Department and Tenure Status:** Religion, Columbia University, tenured**Education:** B.A., Ecole Nationale des Langues Orientales Vivantes, Paris; Ph.D., University of Paris**Academic Experience:** Director of C-BEAR, Kao Professor, Columbia University, 2006-present; Cornell University, 1983-1994; Professor of Chinese Religions, Stanford University, 1994-2006; University Buddhist Education Foundation Visiting Professor, School of Languages and Cultures, University of Sydney, 2012**Overseas Experience:** Visiting professor and conducted research in Japan and Australia; Undergraduate/Graduate education in France**Language Proficiencies:** Japanese (4) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Buddhism and Neuroscience; Japanese Religion**Research and Training Specializations:** Gods of Medieval Japan; The Life of the Buddha; Buddhism and Neuroscience**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 13 Ph.D.; 5 M.A.**Recent Recognitions/Awards/Honors:** AAR Book Panel Participant (2017)**Howard French, Professor of Journalism****Department and Tenure Status:** School of Journalism, Columbia University, tenured**Education:** B.A., University of Massachusetts, Amherst**Academic Experience:** Professor, University of Abidjan, Ivory Coast, 1980-1985**Overseas Experience:** New York Times Bureau Chief, Caribbean and Central America (1990-1994); New York Times Bureau Chief, Tokyo (1998-2003); New York Times Bureau Chief, Shanghai (2003-2008)**Language Proficiencies:** Spanish (4); French (4); Chinese (2); Japanese (2) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** China Seminar**Research and Training Specializations:** International Affairs, China, Writing**# of Recent Publications:** 6**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Professor of the Year, Columbia University Graduate School of Journalism (2016); Honorary Doctorate, University of Maryland (2004); Two-Time Nominee, Pulitzer Prize; Two-Time Recipient, Overseas Press Club Award

Qin Gao, Professor of Social Policy and Social Work; Director, China Center for Social Policy**Department and Tenure Status:** School of Social Work, Columbia University, tenured**Education:** B.A., China Youth University of Political Studies (1998); M.A., Peking University (2001); M.Phil., Columbia University (2003); Ph.D., Columbia University (2005)**Academic Experience:** Professor and Coordinator of International Initiatives, Fordham University Graduate School of Social Service**Overseas Experience:** Undergraduate and post-graduate education in Beijing, China; organized the Symposium on Income Inequality and Social Policy in China: Achievements, Challenges, and Directions, held in Beijing on Oct. 22, 2016.**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Experimental Social Work; Advanced Research and Statistics; Advanced Tutorial on Aging and Medical Poverty; Global Social Policy**Research and Training Specializations:** Low-income families and children in China, the U.S., and other countries, with an emphasis on rural-to-urban migrants in China and Asian immigrants in the U.S.**# of Recent Publications:** 23**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 1 Ph.D.**Recent Recognitions/Awards/Honors:** Keynote Speaker, Symposium "Social Assistance in Chinese Societies"; Invited Co-Chair, 68th Student Conference on U.S. Affairs; Public Intellectual Fellow, National Committee on U.S.-China Relations**Alex Gardner, Adjunct Research Scholar****Department and Tenure Status:** Weatherhead East Asian Institute, Columbia University, not tenured**Education:** B.A., Marlboro College (1992); M.A., University of Vermont (1996); M.A., University of Michigan (2000); Ph.D. University of Michigan (2006)**Academic Experience:** Adjunct Professor, New York University. 2007-2008; Adjunct Professor, The New School, 2007; Adjunct Professor, City College, 2006-2007**Overseas Experience:** Program Leader, Global-LAB Professional Development Program: Cultures of the Himalayas (2006); Program Leader, Summer Study in Tibet (2002); Program Leader, Where There Be Dragons: Study Trip to China, India, and Nepal (2000); Dissertation Fieldwork, China (2004-2005)**Language Proficiencies:** Tibetan (4); Chinese (3) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** None**Research and Training Specializations:** History of Tibet and the surrounding regions**# of Recent Publications:** 3**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Director and Chief Editor of the Treasury of Lives; Scholar in Residence, Tibetan Buddhist Resource Center (2006-2007); Charlotte Newcome Dissertation Writing Fellowship (2005-2006); IIE Fulbright Fellow (2004-2005)

Carol Gluck, George Sansom Professor of History

Department and Tenure Status: History and East Asian Language and Cultures, Columbia University, tenured

Education: B.A., Wellesley College (1962); M.A., Columbia University (1971); Ph.D., Columbia University (1977)

Academic Experience: Assistant Professor (1975-83), Associate Professor (1983-86), Professor (1986-88), George Sansom Professor (1988-present), Columbia University

Overseas Experience: Visiting Research Associate, Faculty of Law, University of Tokyo, 1978-79, 85-86, 89, 92; Visiting Professor, Institute of Social Science, Tokyo University, 1993; Visiting Professor, l'École des Hautes Études en Sciences Sociales, Paris, 1995, 98; Research Travel, Japan, 1980, 81, 83, 84, 89, annually since 1995. Traveled extensively internationally for research and conferences in recent years.

Language Proficiencies: Japanese (5); German (5); Spanish (4); French (4); Italian (3); Chinese (2) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: Colloquium on Modern Japanese History

Research and Training Specializations: Modern Japanese history; International history; Comparative historiography; Public memory

of Recent Publications: 1

Number of Dissertations and/or Theses Supervised in the Past Five Years: 7 Ph.D.

Recent Recognitions/Awards/Honors: Association for Asian Studies, President (1996-1997); Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford (1999-2000); Japan-U.S. Friendship Commission (1994-2001); Japan-U.S. Fulbright 50th Anniversary Distinguished Scholar Award (2002)

Daniel Greenberg, Mellon Teaching Fellow and Lecturer in Art History and Archaeology

Department and Tenure Status: Art History and Archaeology, Columbia University, not tenured

Education: B.S., Rutgers University; M.A., National Taiwan University; M.A., Yale University (2009); Ph.D., Yale University (2015)

Academic Experience: Lecturer in Art and East Asian Studies, Smith College, 2015-2016; Adjunct Professor, The New School, 2013

Overseas Experience: Completed M.A. Coursework at National Taiwan University; Research Assistant, Painting Department, National Palace Museum, Taiwan; U.S. Peace Corps Volunteer in China from 2000-2002

Language Proficiencies: Chinese (5) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: Streams & Mountains: The Art of Landscape Painting

Research and Training Specializations: Chinese art of the 18th Century; Relationship between painting, state ritual, and Qing empire

of Recent Publications: 3

Number of Dissertations and/or Theses Supervised in the Past Five Years: None

Recent Recognitions/Awards/Honors: Dunn Fund Research Award (2015); Council on East Asian Studies Dissertation Fellowship (2014); Department of Art History Research Award (2013)

Jue Guo, Assistant Professor**Department and Tenure Status:** Barnard College, Columbia University, not tenured**Education:** B.A., Beijing University (2001); M.A., University of Wisconsin-Madison (2003); Ph.D., University of Wisconsin-Madison (2008)**Academic Experience:** Assistant Professor of Chinese Religions, Western Michigan University, 2008-2012; Visiting Research Fellow, Cluster of Asia and Europe at Universität Heidelberg, Germany, 2012-2013**Overseas Experience:** Beijing University from 1997 to 2001, Universität Heidelberg, Germany, from 2012 to 2013**Language Proficiencies:** Chinese (5); German (2) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Archaeology of Everyday Lifeworld in Early China; Introduction to East Asian Civilizations: China; Colloquium on Major Texts: East Asia, The Dead and Their Lives After in Ancient China: Conceptions and Practices**Research and Training Specializations:** Early China, especially from the Warring States period to Han times (i.e., 5th century B.C.E.-2nd century C.E.); Ritual practices, and social and cultural history of early societies; Divination and healing, death rituals, funerary and burial practices, and**# of Recent Publications:** 3**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None**Scott Harold, Adjunct Associate Professor of International and Public Affairs****Department and Tenure Status:** School of International and Public Affairs, Columbia University, not tenured**Education:** Ph.D., Columbia University**Academic Experience:** Adjunct Associate Professor of Security Studies, Georgetown University School of Foreign Service, 2006-2018**Overseas Experience:** Fieldwork in Asia (2006-Present)**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** East Asian Security; Chinese Politics**Research and Training Specializations:** Association Of Southeast Asian Nations (ASEAN); China; Defense infrastructure; East Asia; Japan; Military affairs; Singapore; South Korea; Taiwan; Unmanned aerial vehicles**# of Recent Publications:** 15**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Director, RAND Center for Asia Pacific Policy; Term Member, Council on Foreign Relations (2012-2017)

Robert Harrist, Jane and Leopold Swergold Professor of Chinese Art History**Department and Tenure Status:** Art History and Archaeology, Columbia University, tenured**Education:** Ph.D., Princeton University (1989)**Academic Experience:** Oberlin College, 1987-1997; Visiting Professor, Princeton University, 2001; Visiting Professor, University of Michigan, 1993**Overseas Experience:** Language study training in Taiwan, travel in China, Japan**Language Proficiencies:** Chinese (4); Japanese (2); French (4) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** East Asian Ink Painting; Chinese Painting & Decorative Art; Arts of China; Streams and Mountains; History of Chinese Art in Ten Objects from the Met; Changing Faces: Portraiture in Africa, Asia, the Near East, and Beyond; Masterpieces of Western Art**Research and Training Specializations:** Chinese cultural history; Chinese painting, calligraphy, and gardens,**# of Recent Publications:** 4**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 8 Ph.D.**Recent Recognitions/Awards/Honors:** Named Slade Professor of Fine Arts at Cambridge University (2006-2007); Joseph Levenson Prize Recipient (2010)**Lauran Hartley, Adjunct Lecturer in Tibetan Literature; Tibetan Studies Librarian for the C.V. Starr East Asian Library****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Northwestern University (1985); M.A., Indiana University (1998); Ph.D., Indiana University (2003)**Academic Experience:** Indiana University; Rutgers University**Overseas Experience:** Research trip to Mongolia and China to attend the 13th Seminar of the International Association for Tibetan Studies and to collect Tibetan Studies acquisitions for library (July 2012)**Language Proficiencies:** Tibetan (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Survey of Tibetan Literature**Research and Training Specializations:** Tibetan literature and religion**# of Recent Publications:** 5**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Inner Asian Book Review Editor, Journal of Asian Studies

Itsuki Hayashi, Adjunct Assistant Professor**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., University of Toronto (2004); M.A., University of Toronto (2006); M.A., University of Hawaii at Manoa (2007); Ph.D., University of Hawaii at Manoa (2013)**Academic Experience:** Visiting Researcher, University of Tokyo; Visiting Research Fellow, Princeton University Center for the Study of Democratic Politics; Instructor, Political Science Department, Massachusetts Institute of Technology; Assistant Professor, Department of Politics; Visiting Scholar, Russell Sage Foundation (2013-2014)**Overseas Experience:** Visiting Researcher at the University of Tokyo, Visiting Research Faculty at the University of Tokyo Economics (2006)**Language Proficiencies:** Japanese (5); Sanskrit (3); Chinese (3) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Colloquium on Major Texts: East Asia; Buddhist Inspirations on Twentieth-Century Japanese Thought**Research and Training Specializations:** Philosophy of identity; Buddhist influence on the Kyoto School; comparative philosophy; Indian philosophy; Japanese philosophy, metaphysics**# of Recent Publications:** 3**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None**Takako Hikotani, Gerald L. Curtis Associate Professor of Modern Japanese Politics and Foreign Policy****Department and Tenure Status:** Political Science, Columbia University, not tenured**Education:** B.A., Keio University; M.A., Keio University; M.A., Stanford University; Ph.D., Columbia University**Academic Experience:** Japanese Ground Self Defense Force and Air Self Defense Force Staff College; The National Institute for Defense Studies**Overseas Experience:** Academic experience as an Associate Professor at the Japanese National Defense Academy (1999-2017); frequent visits to Japan**Language Proficiencies:** Japanese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Japanese Politics; U.S. Policy with East Asia**Research and Training Specializations:** Civil-military relations and Japanese domestic politics; Japanese foreign policy; Comparative civil-military relations**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 1 M.A.**Recent Recognitions/Awards/Honors:** Suntory Foundation Torii Fellow (2000-2001); Fellow of the U.S.-Japan Leadership Program, US-Japan Foundation (2000-Present)

Shigeo Hirano, Associate Professor of Political Science**Department and Tenure Status:** Political Science, Columbia University, tenured**Education:** B.A., Harvard University (1994); Ph.D., Harvard University (2003)**Academic Experience:** Faculty, Political Science, New York University Politics Department; Visiting Faculty, Economics Department, University of Tokyo; Research Fellow, Princeton University Center for the Study of Democratic Politics**Overseas Experience:** University of Tokyo, Visiting Associate Professor, Faculty of Economics, Summer 2006; University of Tokyo, Visiting Research Scholar, Faculty of Economics, 1994-1996**Language Proficiencies:** Japanese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Multivariate Political Analysis; Controversies in American Politics; American Politics Field Seminar II; Political Parties in U.S. Politics: Scope and Methods; Quantitative Analysis of American Politics; Parties and Elections in the U.S. and Japan**Research and Training Specializations:** American politics; Comparative politics; Political methodology; Political economy**# of Recent Publications:** 5**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 3 M.A.**Recent Recognitions/Awards/Honors:** National Science Foundation Recipient; Japanese Ministry of Education Fellowship Recipient**Agnes Hsu-Tang, Adjunct Associate Research Scholar****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Bryn Mawr College; Ph.D., University of Pennsylvania (2004)**Academic Experience:** Member of Advisory Board for the Institute for International Education; Professor, Brown University, 2004-2007; Television-based educational programming initiatives with History Channel Asia and Discovery Channel Asia, PBS, and the History Channel**Overseas Experience:** UNESCO World Heritage Centre's scientific committee missions to China, Uzbekistan, and Turkmenistan, spoken at international conferences, and authored a white paper on the multi-national nominations of the Qhapag Ñan and the Continental Silk Road. Special Assistant to the former United States Ambassador to China and Korea, James R. Lilley**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** None**Research and Training Specializations:** Art history and archeology**# of Recent Publications:** 3**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Special Assistant to United States Ambassador to China and Korea, James R. Lilley; Narrator and Host, Mysteries of China on History Channel Asia (2011-2013) and Chineseness on Discovery Channel Asia (2014-2015)

Lingjun Hu, Lecturer in Chinese**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Xi'an Foreign Language University; M.A., The Ohio State University (2003)**Academic Experience:** Instructor, Princeton Summer Program in Beijing**Overseas Experience:** Undergraduate education in China**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** M.A. in Chinese Language Pedagogy, Ohio State University (2003)**Instructional Content Area Expertise:** 100%**Courses Taught:** First Year Chinese II; Third Year Chinese I; Third Year Chinese II**Research and Training Specializations:** Second language acquisition and Chinese language pedagogy**# of Recent Publications:** 5**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None**Harrison Huang, Assistant Professor****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, tenure track**Education:** B.A., University of Chicago (1997); M.A., University of California, Berkeley (2003); Ph.D., University of California, Berkeley (2010)**Academic Experience:** Visiting Professor, University of Georgia, 2011-2014; Assistant Professor, Bard College, 2014-15**Overseas Experience:** Research and field work in China**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Introduction to East Asian Civilizations: China; Readings in Classical Chinese; Graduate Seminar in Tang Poetry**Research and Training Specializations:** Intellectual history; Medieval Chinese poetry; Genre theory**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Townsend Fellowship; Bertwig C. Mah Fellowship; Fulbright Fellowship

Theodore Hughes, Korea Foundation Professor of Korean Studies in the Humanities**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, tenured**Education:** B.A., University of California, San Diego (1990); M.A., University of California, Los Angeles (1997); Ph.D., University of California, Los Angeles (2002)**Academic Experience:** Assistant Professor, East Asian Languages and Cultures and Program in Comparative and World Literature, University of Illinois, Urbana-Champaign (2002-2004)**Overseas Experience:** Research and fieldwork in South Korea**Language Proficiencies:** Korean (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Colloquium on Modern East Asian Texts; Virtuality & The Posthuman in Contemporary Korea; Korean Literature & Colonial Modernity**Research and Training Specializations:** Modern Korean literature and cinema**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 5 Ph.D.; 4 M.A.**Recent Recognitions/Awards/Honors:** Deputy Project Director, Academy of Korea Studies Core University Grant; Secured Shin Family Fund Endowment, Center for Korean Research; Borg Research Program Grant, "Making of the Modern Pacific World"**Robert P. W. Hymes, H. Walpole Carpentier Professor of Chinese History****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, tenured**Education:** B.A., Columbia University (1972); M.A., University of Pennsylvania (1975); Ph.D., University of Pennsylvania (1979)**Academic Experience:** Assistant Professor, Columbia University, 1979-present**Overseas Experience:** Fieldwork, Japan 1976-78, China 1985, Taiwan 1985.**Language Proficiencies:** Mandarin Chinese (4); Classical Chinese (5); Japanese (3); German (4); French (4); Russian (4); Spanish (4); Dutch (4); Italian (4) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Approaches to East Asian Studies; The Family in Chinese History; Topics in the Middle Period of Chinese History**Research and Training Specializations:** Chinese History and Culture; Pre-modern Chinese history, Social and Cultural History of middle period and early modern China, Local History, Social Networks, Family and Kinship**# of Recent Publications:** 3**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 6 Ph.D.; 10 M.A.**Recent Recognitions/Awards/Honors:** Two-Time Recipient, Joseph Levenson Prize of the Association for Asian Studies, Best Book on Pre-1900 China

Nobuhisa Ishizuka, Executive Director, Center for Japanese Legal Studies**Department and Tenure Status:** Columbia University Law School, Columbia University, not tenured**Education:** B.A., Columbia University; J.D., Columbia Law School**Academic Experience:** Graduate Research Student, Japanese Commercial Law, University of Tokyo, 1988**Overseas Experience:** Extensive professional experience in Asia, particularly Japan and Hong Kong**Language Proficiencies:** Japanese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Japanese Law, Society, and Economy**Research and Training Specializations:** Japanese and American law**# of Recent Publications:** None**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None; New to Columbia**Recent Recognitions/Awards/Honors:** Noted Individual, Chambers Asia-Pacific and Chambers Global; Leading Lawyer, IFLR1000: The Guide to the World's Leading Financial Law Firms; Noted Individual, Asia Pacific Legal 500 Best Lawyers in Japan; "**Takatoshi Ito, Professor of International and Public Affairs****Department and Tenure Status:** School of International and Public Affairs, Columbia University, not tenured**Education:** B.A., Hitotsubashi University; M.A., Hitotsubashi University; M.A., Harvard University; Ph.D., Harvard University**Academic Experience:** Assistant Professor and Tenured Associate Professor, University of Minnesota, 1979-1988; Associate and Full Professor, Hitotsubashi University, 1988-2002; Professor, Graduate School of Economics, University of Tokyo, 2004-2014**Overseas Experience:** Professor Emeritus at the University of Tokyo and Hitotsubashi University, Institute of Economic Research**Language Proficiencies:** Japanese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Asian Financial Markets; Japanese Economy**Research and Training Specializations:** International finance; Japanese economy; Asian financial markets; Monetary policy**# of Recent Publications:** 3**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** President of the Japanese Economic Association in 2004; Fellow of the Econometric Society (since 1992); Research Associate at the National Bureau of Economic Research (since 1985); Faculty Fellow, Centre for Economic Policy Research, (since 2006)

Marilyn Ivy, Associate Professor**Department and Tenure Status:** Anthropology, Columbia University, tenured**Education:** B.A., University of Oklahoma (1975); M.A., University of Hawaii (1979); M.A., Cornell University (1982); Ph.D., Cornell University (1998)**Academic Experience:** Assistant Professor in Anthropology and the College, The University of Chicago, 1989-1992; Assistant Professor of Anthropology, The University of Washington, 1992-1996; Associate Professor of Anthropology, The University of Washington, 1996-1997**Overseas Experience:** Research in Japan on postwar crime, 1996; Research in Japan on mass culture and politics, 1990; Research on contemporary cultural politics, folklore, ritual, mass media, 1982-1985.**Language Proficiencies:** Japanese (4) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Millennial Futures: Mass Culture and Japan; Beyond Sublime: Affects and Aesthetics in Late Modernity; Ghosts of Modernity; The Anime Effect: Media and Technoculture in Japan; Ecocriticism and the Endtimes; The Political Unconscious: Psychoanalytic Criticism Today; Virtualities: Alternative Realities from the Lotus Sutra to Second**Research and Training Specializations:** Crime and criminality; Mass media; Postwar aesthetics; Ritual and theater; Modernity, with particular emphasis on Japan**# of Recent Publications:** 6**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Hiromi Arisawa Memorial Award (1996)**Frank Jannuzi, Adjunct Professor of International and Public Affairs****Department and Tenure Status:** School of International and Public Affairs, Columbia University, not tenured**Education:** B.A., Yale University; M.P.P., Harvard University**Academic Experience:** International Affairs Fellow at the Institute for International Policy Studies at Keio University, 2006; Founding Editor-in-Chief of the journal *Peacekeeping Perspectives***Overseas Experience:** Deputy Executive Director of Amnesty International U.S.A.; Senate committee field investigations in China, Tibet, Burma, Cambodia, Thailand, Vietnam, the Phillippines, and North Korea**Language Proficiencies:** Chinese (2) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** None**Research and Training Specializations:** International affairs; Security; Human Rights**# of Recent Publications:** 6**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Policy Director for East Asian and Pacific Affairs of the U.S. Senate Committee on Foreign Relations

Merit Janow, Professor of Professional Practice, International Economic Law & International Affairs; Dean, School of International and Public Affairs

Department and Tenure Status: School of International and Public Affairs, Columbia University, tenured

Education: B.A., University of Michigan (1980); J.D., Columbia Law School (1988)

Academic Experience: Faculty member, Columbia University, 1994-present

Overseas Experience: Over 10 years of residency in Japan, extensive and frequent travel throughout North and Southeast Asia

Language Proficiencies: Japanese (4) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: State Owned Enterprises in China; International Trade Regulation Issues

Research and Training Specializations: International economic law and policy with particular focus on Northeast Asia

of Recent Publications: 4

Number of Dissertations and/or Theses Supervised in the Past Five Years: None

Recent Recognitions/Awards/Honors: Judge, dispute between two nations at the World Trade Organization; Sole North American Member, WTO Appellate Body; Former Chair of The NASDAQ Stock Market LLC

Tianqi Jiang, Lecturer in Chinese

Department and Tenure Status: East Asian Languages and Cultures, Columbia University, not tenured

Education: B.A., Northwestern University of Politics and Law (2010); M.A., Beijing Language and Culture University (2013)

Academic Experience: Lecturer, Columbia University, 2016-present

Overseas Experience: Studied at the Università Cattolica del Sacro Cuore (Milan, Italy); Taught at the Columbia University Summer Language Program in Beijing

Language Proficiencies: Chinese (5) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): M.A. in Teaching Chinese as a Second or Foreign Language, Beijing Language and Culture University (2013)

Instructional Content Area Expertise: 100%

Courses Taught: Introductory Chinese; First Year Chinese

Research and Training Specializations: Business Chinese; Forensic linguistics

of Recent Publications: 1

Number of Dissertations and/or Theses Supervised in the Past Five Years: None

Recent Recognitions/Awards/Honors: None

Karen Kane, Associate Director, Asia for Educators at Columbia University***Department and Tenure Status:** Asia for Educators, Columbia University, not tenured**Education:** B.A., University of Massachusetts (1975); M.A., Columbia University (1977)**Academic Experience:** Senior Lecturer, Department of Education, American Museum of Natural History (1992-95); Adjunct Assistant Professor, Department of Humanities, Cooper Union for the Advancement of Science (1989-present); Adjunct Assistant Professor, General Studies Program, New York University (1989-90); Adjunct Lecturer, Department of Anthropology, Hunter College (1989-92); Adjunct Lecturer, Department of Anthropology, Rutgers University (1988-89)**Overseas Experience:** Foreign Expert, Beijing Second Foreign Language Institute, Beijing, China (1987-88); Traveling Lecturer, Discovery Tours, American Museum of Natural History - Vietnam, China, Mongolia, Siberia, Russia, Tibet, Kazakhstan, Uzbekistan, Laos, Cambodia, Burma, Thailand, Nepal, India, Malta, Crete, Korea; National Consortium for Teaching About Asia Study Tour Leader – China, Japan, Vietnam**Language Proficiencies:** Chinese (3); Cantonese (2); Tibetan (1) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Co-teaches online courses and book groups focusing on Asia for K-12 educators including Vietnam: Past and Present**Research and Training Specializations:** Asian studies in K-12 education**# of Recent Publications:** None**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Grant-in-Aid for Scientific Research, Ministry of Education, Japan (2001-2003); Overseas Joint Researcher, “Development of New Curriculum for After-School Programs in Science Museums,” National Science Museum**Thomas Kellogg, Lecturer in Law****Department and Tenure Status:** Columbia Law School, Columbia University, not tenured**Education:** B.A., Hamilton College (1996); J.D., Harvard Law School (2003)**Academic Experience:** Lecturer in Law, Yale Law School; Lecturer in Law, Fordham University Law School**Overseas Experience:** Has worked in NGO's in Asia focusing on human rights, law, and development**Language Proficiencies:** Chinese (2) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** China and International Law**Research and Training Specializations:** Legal reform in China**# of Recent Publications:** 5**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Senior Fellow, China Law Center at Yale Law School; Director of the East Asia Program, Open Societies Foundation; Executive Director, Georgetown Law Asia

Kristy E. Kelly, Adjunct Assistant Professor of International and Public Affairs

Department and Tenure Status: School of International and Public Affairs, Columbia University, not tenured

Education: B.A., Pennsylvania State University; M.A., University of Wisconsin-Madison; Ph.D., University of Wisconsin-Madison

Academic Experience: Assistant Clinical Professor, Drexel University, 2012-Present; Director, Global and International Education Master's Degree Program, Drexel University, 2012-2015

Overseas Experience: Consults on gender and development issues with multilateral and non-government organizations in Vietnam and Hong Kong; Established the first Vietnam office of the Institute of International Education (IIE), 1992-2000

Language Proficiencies: Vietnamese (4) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: Gender and Development in Southeast Asia; Mainstreaming Gender in Global Affairs

Research and Training Specializations: Sociology of gender and comparative/international education; Social change in Southeast Asia; Globalization and transnationalism; Gender and development; The politics of knowledge; Post-socialist transformation; Social change policy; Vietnam; Southeast Asia

of Recent Publications: 10

Number of Dissertations and/or Theses Supervised in the Past Five Years: 2 Ph.D.; 7 M.A.

Recent Recognitions/Awards/Honors: Recipient, Gail P. Kelly Award for Outstanding Dissertation in Comparative Education, Comparative and International Education Society; Co-President of the Society of Gender Professionals; Expert on Gender Mainstreaming to the United Nations; Fulbright Core Specialist on Gender Equality

Laurel Kendall, Adjunct Professor of Anthropology; Curator of Asian Ethnographic Collections, American Museum of Natural History

Department and Tenure Status: Anthropology, Columbia University, not tenured

Education: Ph.D., Columbia University (1979)

Academic Experience: Curator, American Museum of Natural History, Adjunct Professor, Department of Anthropology, Columbia University; Doctoral Faculty, Program in Anthropology, The City University of New York

Overseas Experience: Peace Corps Volunteer in Korea; Research and field work in Korea and Vietnam

Language Proficiencies: Korean (4); Japanese (2); French (2); Chinese (2); Vietnamese (2) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: Exhibition Culture: Politics and Practices of Museum Exhibitions; Popular Religion in East Asia

Research and Training Specializations: Social and economic transformation of South Korean society; Similarity and contrast between Korean shamans and spirit mediums of Vietnam's Mother Goddess Religion; Transformations in popular religion; Issues of tradition; Modernity; Cultural revival

of Recent Publications: 5

Number of Dissertations and/or Theses Supervised in the Past Five Years: None

Recent Recognitions/Awards/Honors: Curator, Division of Anthropology, the American Museum of Natural History; Recipient, Friendship Medal, Government of Vietnam (2004)

Gulnar Kendirbai, Adjunct Assistant Professor**Department and Tenure Status:** History, Columbia University, not tenured**Education:** Ph.D., Eotvos-Lorand University (1987); Ph.D., University of Tuebingen (2003)**Academic Experience:** None**Overseas Experience:** Doctoral education in Germany and Hungary; fieldwork in Central Asia (2007, 2009, 2013)**Language Proficiencies:** Russian (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 25%**Courses Taught:** Central Asia: Imperial Legacies; Asiatic Russia: Empire & State**Research and Training Specializations:** Eurasian and Central Asian intellectual history involving the late Russian empire and the former Soviet Union; Colonialism; Nationalism; Ethnicity; Islam; Nomadism; Cultural anthropology**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Recipient, Fulbright Commission Fellowship; Recipient, American Councils (ACTR/ACCELS) Fellowship; Recipient, DAAD Fellowship; Recipient, Thyssen Foundation Fellowship**Amit Khandelwal, Jerome A. Chazen Professor of Global Business****Department and Tenure Status:** Business School, Columbia University, tenured**Education:** B.A., Northwestern University (2002); M.A., Yale University (2004); M.Phil., Yale University (2005); Ph.D., Yale University (2007)**Academic Experience:** Peter B. Kenen Fellow, Princeton University, 2011-2012**Overseas Experience:** Has taught seminars in China, India, and Myanmar**Language Proficiencies:** None [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 50%**Courses Taught:** International Economics; Global Immersion: Myanmar; Managerial Economics**Research and Training Specializations:** Economics; China; Emerging markets**# of Recent Publications:** 11**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Kiel Institute's Excellence Award in Global Economic Affairs (2015); George S. Eccles Research Award (2014); The American Economic Review, Excellence in Refereeing (2012, 2013, 2015)

Seong-Uk Kim, Cho Assistant Professor in Korean Culture and Religion**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, tenure track**Education:** B.A., Sogang University (1996); M.A., University of Georgia (2007); Ph.D., University of California, Los Angeles (2013)**Academic Experience:** Lecturer, Harvard University**Overseas Experience:** Undergraduate education and research in Korea**Language Proficiencies:** Korean (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Introduction to East Asian Civilizations: Korea; Colloquium on Major Texts: East Asia; Buddhism and Korean Culture**Research and Training Specializations:** Korean Buddhism; Religion and politics**# of Recent Publications:** 4**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Recipient, Academy of Korean Studies Grant (2014)**Jungwon Kim, King Sejong Assistant Professor of Korean Studies****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, tenure track**Education:** A.M., Harvard University (2001); Ph.D., Harvard University (2007)**Academic Experience:** University of Illinois at Urbana-Champaign; Member, School of Historical Studies at the Institute for Advanced Study, 2012-13**Overseas Experience:** Early life in Korea**Language Proficiencies:** Korean (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Women & Gender in Korea; Conflict and Culture in Korea; Korean Historical Texts**Research and Training Specializations:** Family, and legal history of Chosŏn Korea (1392-1910); Women's writings; Ritual and expression of emotion; Crime and punishment; Use of legal archives**# of Recent Publications:** 3**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 4 Ph.D.; 5 M.A.**Recent Recognitions/Awards/Honors:** Recipient, POSCO Humanities Grants on "Translating Legal Knowledge: The Use of the Great Ming Code in East Asia"; Recipient, Andrew Mellon Fellowship for Assistant Professors

David Kittav, Adjunct Assistant Professor**Department and Tenure Status:** Religion, Columbia University, not tenured**Education:** M.A., Columbia University; M. Phil., Columbia University; J.D., Boston University; Ph.D., Columbia University**Academic Experience:** Course Director and Philosophy Professor at Harlem Clemente, 2013-Present**Overseas Experience:** Research in Japan, Australia**Language Proficiencies:** Tibetan (4) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Technology, Religion, & Future; Interpreting Buddhist Yoga; Law and Religion; Contemporary Civilization**Research and Training Specializations:** Buddhism, Buddhist Tantra; Interdisciplinary, interpretive, and future studies**# of Recent Publications:** None**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None**Dorothy Ko, Professor of Chinese History****Department and Tenure Status:** Barnard College, Columbia University, tenured**Education:** B.A, Stanford University (1978); M.A., Stanford University (1979); Ph.D., Stanford University (1989)**Academic Experience:** University of California, San Diego; Rutgers University, New Brunswick; Barnard College, 2001-Present**Overseas Experience:** Secondary Education in Hong Kong, 1957-74; Japan, 1986-90; Taiwan and China, every summer, 1987-present.**Language Proficiencies:** Chinese (5); Japanese (5); French (2) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Chinese Cultural History; Gender and Power in China; Historical Approaches to Feminist Questions**Research and Training Specializations:** History of China; Gender; History of science; Technology and medicine**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 4 Ph.D.**Recent Recognitions/Awards/Honors:** Recipient, Guggenheim Fellowship (2000); Member, Institute for Advanced Study, Princeton (2000-2001); Andrew W. Mellon Fellow (2008); Joan Kelly Memorial Prize, American Historical Association (2006)

Sarah Kovner, Adjunct Professor of International and Public Affairs; Senior Research Scholar at the Arnold A. Saltzman Institute of War and Peace Studies

Department and Tenure Status: School of International and Public Affairs, Columbia University, not tenured

Education: B.A., Princeton University; Ph.D., Columbia University

Academic Experience: Associate Professor at the University of Florida; Fellow in International Security Studies at Yale University

Overseas Experience: Research in Japan and Australia

Language Proficiencies: Japanese (5) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: War and Captivity; History for Future Policymakers-East Asia

Research and Training Specializations: Modern Japan and its relations with the world in the twentieth century; War and society; Gender and sexuality; International history

of Recent Publications: 4

Number of Dissertations and/or Theses Supervised in the Past Five Years: 3 M.A.

Recent Recognitions/Awards/Honors: Southeast Conference of the Association of Asian Studies Book Prize, 2014

Paul Kreitman, Assistant Professor of 20th Century Japanese History

Department and Tenure Status: East Asian Languages and Cultures, Columbia University, tenure track

Education: B.A., University of Oxford (2006); Ph.D., Princeton University (2015)

Academic Experience: Junior Research Fellow, Institute of Historical Research, University of London; Senior Teaching Fellow, SOAS University of London; Visiting Researcher, Institute for the Advanced Study of Asia, University of Tokyo

Overseas Experience: Fieldwork and research in Japan and China

Language Proficiencies: Japanese (5); Chinese (3) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: Intro to East Asian Civilization: Japan; Japan Bibliography; M.A. Workshop in East Asian History; Modern Japan

Research and Training Specializations: 20th Century Japanese history; Environmental history; Global history; Commodity history; Histories of science and technology

of Recent Publications: 2

Number of Dissertations and/or Theses Supervised in the Past Five Years: 1 Ph.D.; 2 M.A.

Recent Recognitions/Awards/Honors: None

Arthur Kroeber, Adjunct Associate Professor of International and Public Affairs

Department and Tenure Status: School of International and Public Affairs, Columbia University, not tenured

Education: B.A., Harvard University (1984)

Academic Experience: Senior Fellow, Brookings-Tsinghua Center, Beijing; Board Member, Research Center for Chinese Politics and Business, Indiana University

Overseas Experience: Journalist specializing in Asian economic affairs, reporting from China, India, and Pakistan (1987-2002)

Language Proficiencies: Chinese (4) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: None

Research and Training Specializations: Chinese economy

of Recent Publications: 1

Number of Dissertations and/or Theses Supervised in the Past Five Years: None

Recent Recognitions/Awards/Honors: Editor-in-Chief, China Economic Quarterly

Laura Kurgan, Associate Professor of Architecture, Planning, and Preservation

Department and Tenure Status: Graduate School of Architecture Planning and Preservation, Columbia University, not tenured

Education: B.A., University of California, Berkeley (1985); M.Arch., Columbia University (1988)

Academic Experience: None

Overseas Experience: Early life in South Africa

Language Proficiencies: None [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 25%

Courses Taught: Conflict Urbanism

Research and Training Specializations: Digital mapping technologies; Ethics and politics of mapping; Art, science and visualization of data

of Recent Publications: 7

Number of Dissertations and/or Theses Supervised in the Past Five Years: 2 M.A.

Recent Recognitions/Awards/Honors: Esquire Magazine's 'Best and Brightest' (2008); United States Artists Rockefeller Fellowship (2009)

Ulug Kuzuoglu, Ph.D. Candidate in International and Global History**Department and Tenure Status:** History, Columbia University, not tenured**Education:** B.A., Bogazici University; M.A., Bogazici University**Academic Experience:** Teaching Assistant, Columbia University, 2012-2016; Teaching Assistant, Bogazici University, 2008, 2011**Overseas Experience:** Early life, undergraduate, and graduate coursework in Turkey; Visiting Scholar, Peking University, China, 2014-2015; Chinese language study, Hunan Normal University, 2008-2009; Fieldwork, China, 2014-2015**Language Proficiencies:** Chinese (5), Turkish (5); Russian (3); Japanese (2) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** History of Modern China I**Research and Training Specializations:** Technopolitics of script invention in China**# of Recent Publications:** 3**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None**James T. Lap, Adjunct Lecturer in Vietnamese****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., New York University; M.S., Columbia University**Academic Experience:** Lecturer in Vietnamese, Pace University, 1982-1986; NYC College of Technology, The City University of New York, 1987-Present; New York University, 2004-Present**Overseas Experience:** Attended international conferences in Russia, China, India, Chile, Switzerland**Language Proficiencies:** Vietnamese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** First Year Vietnamese I; First Year Vietnamese II**Research and Training Specializations:** Conception, birth, and growth of Romanized Vietnamese script**# of Recent Publications:** None**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Advisory Board Member and Interpreter, International Conference on Vietnam in the 21st Century, American Museum of Natural History (2003)

Eugenia Lean, Associate Professor of Chinese History; Director, Weatherhead East Asian Institute**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, tenured**Education:** B.A., Stanford University (1990); Ph.D., University of California, Los Angeles (2001)**Academic Experience:** Assistant Professor, University of North Carolina at Chapel Hill, 2001-02; Assistant Professor, Columbia University, 2002-Present**Overseas Experience:** Research and fieldwork in Taiwan (1994-95, Summer 1997, 1998) and in China (1998-99, Summer 2002)**Language Proficiencies:** Chinese (5); Japanese (3) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Qing & Republican Era Documents; History of Modern China II**Research and Training Specializations:** Modern Chinese history; Gender; Urban history and mass culture in modern China**# of Recent Publications:** 5**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 15 Ph.D.; 10 M.A.**Recent Recognitions/Awards/Honors:** Recipient, John K. Fairbank Prize, American Historical Association (2007); "Top Young Historians," History News Network (2008); Recipient, Charles A. Ryskamp (ACLS) Award (2011); Faculty Mentoring Award, Columbia University (2013)**So-Rim Lee, Center for Korean Research Postdoctoral Research Scholar****Department and Tenure Status:** Weatherhead East Asian Institute, Columbia University, not tenured**Education:** B.A., Columbia University; M.A., Seoul National University; M.A., The Royal Academy of Dramatic Art; Ph.D., Stanford University (2018)**Academic Experience:** Research and Teaching Assistant, Stanford University, 2012-2018**Overseas Experience:** Graduate education and fieldwork in South Korea**Language Proficiencies:** Korean (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Korean Popular Cinema**Research and Training Specializations:** Contemporary popular culture's complex embodiments of neoliberalism through performance studies and visual culture, with a particular focus on modern South Korea**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Charles R. Lyons Memorial Prize for Outstanding Dissertation; Charlene Porras Graduate Scholar Award; Andrew W. Mellon Foundation Fellow; Ric Weiland Fellow of Humanities and Sciences

Beom Lee, Lecturer in Korean**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Hanyang University (1988); M.A., Hanyang University (1990); M.A., Teachers College, Columbia University (2002); Ed.M., Teachers College, Columbia University (2005)**Academic Experience:** Military Officer in Education, Republic of Korea Army**Overseas Experience:** Early life and education in Korea**Language Proficiencies:** Korean (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** M.A. in Computing and Education, Teachers College, Columbia University; Ed.M. in Instructional Technology and Media, Teachers College, Columbia University**Instructional Content Area Expertise:** 100%**Courses Taught:** First Year Korean I; First Year Korean II; Second Year Korean I; Second Year Korean II; Third Year Korean I; Fifth Year Korean I**Research and Training Specializations:** Korean language**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None**Alessia Lefebure, Adjunct Professor****Department and Tenure Status:** School of International and Public Affairs, Columbia University, not tenured**Education:** J.D., Libera Università Internazionale degli Studi Sociali Guido Carli (1993); M.A., Sciences Po (1995); Ph.D., Sciences Po (2016)**Academic Experience:** Adjunct Professor, EHESP - French School of Public Health, 2017-Present; Adjunct Professor, Sciences Po, 2017-Present; Director, Centre for Asia, Pacific, Africa and the Middle East, Sciences Po, 2001–2011; Guest Lecturer, Tsinghua University, 2002-2006**Overseas Experience:** Undergraduate education in Italy; Graduate education in France; Research in China**Language Proficiencies:** Italian (5); French (5); Chinese (2) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 75%**Courses Taught:** Higher Education, Policy and Development in Asia**Research and Training Specializations:** Chinese education system; International education; Comparative education**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Recipient, Marshall Memorial Fellowship and Partnership of Excellence Award

Amy Lelyveld, Adjunct Assistant Professor of Architecture, Planning, and Preservation**Department and Tenure Status:** Architecture, Columbia University, not tenured**Education:** B.A., University of Chicago; M.Arch., Yale University**Academic Experience:** Lecturer, Peking University; Lecturer, Tsinghua University; Director of the Undergraduate China Program, Yale School of Architecture, 2009-2012**Overseas Experience:** Lecturer at Peking and Tsinghua Universities in China**Language Proficiencies:** Chinese (4) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Building China Modern; Greats: China's Big Projects**Research and Training Specializations:** The Chinese House; Architectural Design**# of Recent Publications:** None**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 6 M.A.**Recent Recognitions/Awards/Honors:** Recipient, AIA NY and AIA Seattle Design Awards**Feng Li, Professor of Early Chinese History and Archaeology****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, tenured**Education:** B.A., Northwest University (1983); M.A., Chinese Academy of Social Sciences (1986); Ph.D., University of Chicago (2000)**Academic Experience:** Assistant Research Fellow (Assistant Professor), Institute of Archaeology, Chinese Academy of Social Sciences, 1986-1990; Assistant Professor, Arkansas State University, 2000-2001**Overseas Experience:** Early life and undergraduate coursework in China, 1962-1990; Research in Japan, 1990-1992; Return trip for research in China, 2013**Language Proficiencies:** Chinese (5), Japanese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Issues in Early Chinese History; Bronzes/Bronze Inscriptions; Intro to Classical Chinese**Research and Training Specializations:** Bronze Age China; Western Zhou period (especially bronze inscriptions)**# of Recent Publications:** None**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 3 Ph.D.**Recent Recognitions/Awards/Honors:** Director, Columbia's First Archaeological Field Project in China (2006-2011)

Tuo Li, Adjunct Associate Research Scholar**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** N/A**Academic Experience:** None**Overseas Experience:** Early life and research in China (1939-1989)**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Politics in Contemporary Chinese Literature**Research and Training Specializations:** Chinese literature; Cinema and art**# of Recent Publications:** 5**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Editor, *Jintian (Today)***Yunda Li, Lecturer in Chinese****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Beijing Language and Culture University (2009); M.Ed., Beijing Language and Culture University (2012)**Academic Experience:** Beijing Language and Culture University; Princeton in Beijing; College of Intensive Chinese Training**Overseas Experience:** Early life, undergraduate and graduate coursework in China; returns frequently for fieldwork**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** B.A. in Teaching Chinese as a Second Language, Beijing Language and Culture University (2009); M.A. in Curriculum and Teaching Methodology, Beijing Language and Culture University (2012)**Instructional Content Area Expertise:** 100%**Courses Taught:** Second Year Chinese I; Second Year Chinese II; Third Year Chinese I; Third Year Chinese II**Research and Training Specializations:** Teaching Chinese as a second language**# of Recent Publications:** None**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None

Benjamin Liebman, Robert L. Lieff Professor of Law; Director, Center for Chinese Legal Studies**Department and Tenure Status:** Columbia University Law School, Columbia University, tenured**Education:** B.A., Yale University (1991); B.A., University of Oxford (1993); J.D., Harvard Law School (1998)**Academic Experience:** Columbia Law School, 2002 to present**Overseas Experience:** Approximately four years total time in China/Taiwan since 1986; United Kingdom 1991-03 and 2000-02**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Law and Legal Institutions in China**Research and Training Specializations:** Chinese law; Popular access to the courts; Legal profession; Legal institutions; Law and the media; Environmental law; Torts**# of Recent Publications:** 5**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Director of the Center for Chinese Legal Studies, Columbia Law School**Lydia Liu, Wun Tsun Tam Professor in the Humanities****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, tenured**Education:** B.A., Northwestern Normal University (1971); M.A., Shandong University (1983); M.A., Harvard University (1987); Ph.D., Harvard University**Academic Experience:** Instructor, Harvard University, 1989-1990; Associate and Assistant Professor, University of California, Berkeley, 1990-2001; Professor, University of California, Berkeley, 2001-2002; Professor, University of Michigan, 2002**Overseas Experience:** Many years of studying and teaching at the university level in China**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** China in the Modern World; Lu Xun and Modern China; Conflict Urbanism**Research and Training Specializations:** Comparative literature; Asian languages and cultures**# of Recent Publications:** 3**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 10 Ph.D.; 15 M.A.**Recent Recognitions/Awards/Honors:** Dr. David Chu Distinguished Visitor Lecture in Asia Pacific Studies, University of Toronto

Lening Liu, Professor and Director, Chinese Language Program**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, tenured**Education:** B.A., Shaanxi Normal University (1982); M.A., Shaanxi Normal University (1985); Ph.D., University of Florida (1996)**Academic Experience:** Shaanxi Normal University, China, Lecturer, 1985-1989; Columbia University, Lecturer, 1995-2001; Columbia University, Senior Lecturer, 2002 to Present**Overseas Experience:** China, every summer, as Director of Columbia Language Program in Beijing; Germany, 1993-95**Language Proficiencies:** Chinese (5); German (2) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** Ph.D. in Linguistics, University of Florida (1996)**Instructional Content Area Expertise:** 100%**Courses Taught:** Intro to Classical Chinese; Fifth Year Chinese I; Fifth Year Chinese II; Chinese Linguistics**Research and Training Specializations:** History of Chinese language; Classical Chinese; Syntax; Phonology; Discourse grammar**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 2 M.A.**Recent Recognitions/Awards/Honors:** Editor-in-Chief, International Journal of Chinese Education**Xiaobo Lu, Ann Whitney Olin Professor of Political Science****Department and Tenure Status:** Political Science, Barnard College, tenured**Education:** B.A., Sichuan Institute of Foreign Languages; M.A., Institute of Foreign Affairs; Ph.D., University of California, Berkeley**Academic Experience:** Visiting Professor, Tsinghua University; Visiting Professor, Jiaotong University; Visiting Professor, City University of Hong Kong; Visiting Professor, Institute of Political Science (Sciences-Po) and Paris University I-Sorbonne**Overseas Experience:** Undergraduate/graduate education and fieldwork in China, 1959-1986, 2003-2004, and frequent visits; Visiting professor in China, Japan, and France; trips to Singapore, Indonesia and China, 2013-2014**Language Proficiencies:** Chinese (5), Japanese (1) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Political Economy: Corruption and Control; Chinese Politics in Comparative Perspective; Politics of Development**Research and Training Specializations:** Chinese politics; U.S.-China relations; Politics of economic development; Corruption and good governance; Regulatory reforms; Government-business relations**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 14 M.A.**Recent Recognitions/Awards/Honors:** Scholar in Residence, Bellagio Study and Conference Center, Rockefeller Foundation, Italy (2004); Smith Richardson Foundation Research Grant (2003-2004); Emily Gregory Award for Excellence in Teaching (1997)

Yao Lu, Associate Professor**Department and Tenure Status:** Sociology, Columbia University, tenured**Education:** B.S., Fudan University (2003); M.A., University of California, Los Angeles (2005); M.S., University of California, Los Angeles (2008); Ph.D., University of California, Los Angeles (2008)**Academic Experience:** Columbia University, Assistant Professor of Sociology, 2008-2016; Columbia University, Associate Professor of Sociology, 2016-Present**Overseas Experience:** Early life and undergraduate education in China**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Migration and Development; Contemporary Chinese Society**Research and Training Specializations:** Social stratification and inequality, with primary emphasis on (1) how migration intersects with sociopolitical processes to shape inequalities in receiving and origin societies, and (2) how social and demographic processes influence political development**# of Recent Publications:** 4**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 7 Ph.D.; 2 M.A.**Recent Recognitions/Awards/Honors:** Recipient, NICHD/National Institutes of Health Grant (2012-2017)**David Lurie, Associate Professor****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, tenured**Education:** B.A., Harvard University (1993); M.A., Columbia University (1996); Ph.D., Columbia University (2001)**Academic Experience:** Columbia University, 2002 to Present**Overseas Experience:** Research in Japan, 1993-94, 1998-2001**Language Proficiencies:** Modern and Classical Japanese (5); Classical Chinese (4); French (2) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** Ph.D. in Japanese Literature, Columbia University (2001)**Instructional Content Area Expertise:** 100%**Courses Taught:** Mythology of East Asia; Introduction to Kanbun; Introduction to East Asia: Japan; Intro to Classical Japanese**Research and Training Specializations:** History of Japanese writing systems; Intellectual and cultural history of early Japan; Development of reading systems and Japanese reception of Chinese texts**# of Recent Publications:** 4**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 3 Ph.D.; 2 M.A.**Recent Recognitions/Awards/Honors:** Fulbright Fellowship (1993-1994); Jacob K. Javits Fellowship (1995-1998); Japan Foundation Fellowship (1998-1999); Social Science Research Council International Dissertation Research Fellowship, 1999

Kyoko Matsui Loetscher, Lecturer in Japanese**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Aoyama Gakuin University; M.A., Ohio State University**Academic Experience:** Instructor, Princeton University; Princeton Summer Program in Ishikawa (2002-2010)**Overseas Experience:** Early life and undergraduate education in Japan**Language Proficiencies:** Japanese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** M.A. in Second Language Acquisition, Ohio State University**Instructional Content Area Expertise:** 100%**Courses Taught:** First Year Japanese; Second Year Japanese; Third Year Japanese**Research and Training Specializations:** Japanese language acquisition and pedagogy**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None**Duncan McCargo, Visiting Professor of Political Science****Department and Tenure Status:** Political Science, Columbia University, not tenured**Education:** B.A., University of London (1986); M.A., University of London (1990); Ph.D., University of London (1993)**Academic Experience:** University of Leeds, 1993-present**Overseas Experience:** Spent several years in Thailand, has lived in Singapore, taught in Cambodia and Japan**Language Proficiencies:** Thai (4); Indonesian (2); Japanese (2) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Insurgencies and Conflicts in Southeast Asia; Politics and Justice in Southeast Asia; Political Transitions in Southeast Asia**Research and Training Specializations:** Politics of Thailand; Comparative politics of Southeast Asia**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 6 M.A.**Recent Recognitions/Awards/Honors:** World Expert Lecturer Series, University of the Philippines; Recipient, Asia Society's Inaugural Bernard Schwartz Book Prize (2009); Recipient, Leverhulme Trust Major Research Fellowship (2011-14)

Rachel McDermott, Professor of Asian and Middle Eastern Cultures**Department and Tenure Status:** Religion, Barnard College, tenured**Education:** B.A., University of Pennsylvania (1981); M.Div., Harvard Divinity School (1984); Ph.D., Harvard University (1993)**Academic Experience:** Professor, Columbia University**Overseas Experience:** Research in India**Language Proficiencies:** Hindi (2) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 25%**Courses Taught:** Issues in Studying South Asian Religions**Research and Training Specializations:** Bengal, in Eastern India and Bangladesh**# of Recent Publications:** 5**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 5 M.A.**Recent Recognitions/Awards/Honors:** 36th Annual Emily Gregory Award for Excellence in Teaching**Eugenia McGill, Lecturer in Discipline of International and Public Affairs****Department and Tenure Status:** School of International and Public Affairs, Columbia University, not tenured**Education:** B.A., Williams College; M.I.A., Columbia University; M.A.T., Northwestern University; J.D., University of Pennsylvania**Academic Experience:** Mailman School of Public Health, Columbia University, 2001; School of International and Public Affairs, Columbia University, 2005-Present**Overseas Experience:** Research and fieldwork in Philippines and Thailand**Language Proficiencies:** None [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 25%**Courses Taught:** Workshop in Development Practice; Methods for Development Practice and Gender; Politics and Development**Research and Training Specializations:** Social impacts of globalization and development interventions, particularly gender-related impacts; Innovative and inclusive approaches to development planning**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None

Matthew McKelway, Takeo and Itsuko Atsumi Professor of Japanese Art**Department and Tenure Status:** Art History and Archaeology, Columbia University, tenured**Education:** Ph.D., Columbia University (1999)**Academic Experience:** Ishibashi Gastprofessur, University of Heidelberg; Visiting Professor, Free University of Berlin; Visiting Professor, Waseda University**Overseas Experience:** Doctoral research and visiting scholar in Japan**Language Proficiencies:** Japanese (5); Chinese (3); French (4); Italian (3) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Edo Period Painting; The Arts of Japan; Ink Painting of Medieval Japan; Masterpieces of Western Art**Research and Training Specializations:** Japanese art**# of Recent Publications:** 14**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 7 Ph.D.**Recent Recognitions/Awards/Honors:** Lenfest Distinguished Faculty Award (2017); Director, Mary Griggs Burke Center for Japanese Art, Columbia University**Yuan-Yuan Meng, Senior Lecturer in Chinese****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., National Taiwan University; M.A., Teachers College, Columbia University; M.A., Teachers College, Columbia University (1992)**Academic Experience:** Columbia University, Lecturer in Chinese, 1993-2002**Overseas Experience:** Research and frequent visits to Taiwan**Language Proficiencies:** Chinese (5); Taiwanese (5); Japanese (2); German (1) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** B.A. in Education, National Taiwan Normal University; M.A. in Teaching English as a Second Language, Teachers College, Columbia University; M.A. in Applied Linguistics, Teachers College, Columbia University (1992)**Instructional Content Area Expertise:** 100%**Courses Taught:** Media Chinese; Fourth Year Chinese I; Media Chinese II**Research and Training Specializations:** Chinese syntax, lexicology, and language pedagogy**# of Recent Publications:** None**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Featured, Who's Who Among America's Teachers (2002); Certified Tester, Chinese Oral Proficiency Interview, American Council on the Teaching of Foreign Languages

David Max Moerman, Professor, Chair of Department of Asian & Middle Eastern Cultures**Department and Tenure Status:** Barnard College, Columbia University, tenured**Education:** B.A., Columbia University (1986); Ph.D., Stanford University (1999)**Academic Experience:** Instructor, Stanford University and University of California, Santa Barbara, 1997-1998; Assistant Professor, Barnard College, Columbia University, 1998-Present**Overseas Experience:** Research and fieldwork in Japan, 1986-87, 1988, 1994, 2001, 2002**Language Proficiencies:** Japanese (4) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Colloquium on Major Texts; Readings in Japanese Religion; Japanese Buddhist Visual Culture; Lotus-Sutra East Asian Buddhism**Research and Training Specializations:** Pre-modern Japanese religious and visual culture.**# of Recent Publications:** 9**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 6 B.A.**Recent Recognitions/Awards/Honors:** Japan Foundation Research Fellowship; Japan Society for the Promotion of Science Fellowship; Social Sciences Research Council and American Council of Learned Societies Joint Committee on Japanese Studies Fellowship**Rosalind Morris, Professor of Anthropology****Department and Tenure Status:** Anthropology, Columbia University, tenured**Education:** Ph.D., University of Chicago (1994)**Academic Experience:** Visiting Scholar, University of Sydney; Cornell University; University of the Witwatersrand**Overseas Experience:** Research in Australia and South Africa**Language Proficiencies:** Thai (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** The Ethnographic Imagination; Questions and Problems in Anthropological Theory; Questions and Problems in Anthropological Theory II; Archives, Secrets, Legacies, Testimonies; Anthropology in Theory; Mass Mediated Cultures; Accusation**Research and Training Specializations:** History of modernity in Thailand; Theorization of ritual and performance; Transformation of vision and visibility through technologies of mass reproduction; The history of modernity in Southeast Asia and the place of the mass media in its development,**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None

Andrew J. Nathan, Class of 1919 Professor of Political Science

Department and Tenure Status: Political Science, Columbia University, tenured

Education: B.A., Harvard University (1963); M.A., Harvard University (1965); Ph.D., Harvard University (1971)

Academic Experience: Professor of Political Science, Columbia University, 1982-2001; Associate Professor, Columbia University, 1975-82; Assistant Professor, Columbia University, 1971-75; Lecturer in History, University of Michigan, 1971; Teaching Fellow in Government, Harvard University, 1966.

Overseas Experience: Research and field work in Japan, Taiwan, Hong Kong, Singapore, Jakarta, (recent years)

Language Proficiencies: Chinese (4); Japanese (2); French (1) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: Introduction to Human Rights; Chinese Foreign Policy

Research and Training Specializations: Chinese politics and foreign policy; The comparative study of political participation and political culture; Human rights

of Recent Publications: 10

Number of Dissertations and/or Theses Supervised in the Past Five Years: 4 Ph.D.; 15 M.A.

Recent Recognitions/Awards/Honors: Recipient, Guggenheim Fellowship; Recipient, Fellowships and Grants from the National Endowment for the Humanities, the National Science Foundation, the Henry Luce Foundation, the Chiang Ching-kuo Foundation

Fumiko Nazikian, Senior Lecturer and Director of External Communications, Japanese Language Program

Department and Tenure Status: East Asian Languages and Cultures, Columbia University, not tenured

Education: B.A., Iwate University; M.A., Australian National University; M.A., Tokyo Gakugei University; Ph.D., University of Sydney

Academic Experience: Senior Lecturer, Princeton University, 1988-2004

Overseas Experience: Undergraduate and graduate education in Australia; graduate education and research in Japan

Language Proficiencies: Japanese (5) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): M.A. in Japanese Linguistics and Japanese Language Pedagogy, Australian National University; Ph.D. in Japanese Linguistics, University of Sydney

Instructional Content Area Expertise: 100%

Courses Taught: First Year Japanese I; Fourth Year Japanese I; Second Year Japanese I; First Year Japanese II; Second Year Japanese II

Research and Training Specializations: Japanese linguistics (pragmatics) and language pedagogy

of Recent Publications: 1

Number of Dissertations and/or Theses Supervised in the Past Five Years: 1 M.A.

Recent Recognitions/Awards/Honors: Planning Committee Member, International Conference on Japanese Language Education (2004-present); SAT II Japanese Committee Member (1996-2001)

Laura Neitzel, Lecturer in History; Academic Director, Committee on Global Thought**Department and Tenure Status:** Committee on Global Thought, Columbia University, not tenured**Education:** B.A., University of Massachusetts; M.A., Washington University in St. Louis; Ph.D., Columbia University**Academic Experience:** Associate Professor of History, Brookdale Community College**Overseas Experience:** Field Research in Japan**Language Proficiencies:** Japanese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Seminar in Global Thought: Inquiries into an Interconnected World; Youth in an Interconnected World**Research and Training Specializations:** Modern Japanese history; Cultural and social history of post-war Japan**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 2 M.A.**Recent Recognitions/Awards/Honors:** None**Lien-Hang Nguyen, Dorothy Borg Associate Professor in the History of the United States and East Asia****Department and Tenure Status:** History, Columbia University, tenured**Education:** B.A., University of Pennsylvania (1996); Ph.D., Yale University (2008)**Academic Experience:** Professor, University of Kentucky, 2006-2016**Overseas Experience:** Frequent reserach trips to East and Southeast Asia**Language Proficiencies:** Vietnamese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** U.S.-East Asia Relations; Vietnam in the World; Wars of Indochina**Research and Training Specializations:** U.S.-Southeast Asia relations; Vietnam War; Vietnamese politics; U.S. foreign relations**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 4 Ph.D.; 1 M.A.**Recent Recognitions/Awards/Honors:** Recipient, Society for Military History (SMH) Edward M. Coffman Prize; Recipient, Society for Historians of American Foreign Relations (SHAFR) Stuart L. Bernath Prize; Recipient, UKY Department of History Alice S. Hallam Prize

Miharu Nittono, Lecturer in Japanese

Department and Tenure Status: East Asian Languages and Cultures, Columbia University, not tenured

Education: B.A., Waseda University (1980); M.A., Waseda University (1987); M.A., Teachers College, Columbia University (1999); M.Ed., Teachers College, Columbia University (2001); Ed.D., Teachers College, Columbia University (2003)

Academic Experience: Rutgers University, Part-time Lecturer in Japanese, 1992-1993; Columbia University, Full-time Lecturer in Japanese, 1993 to present.

Overseas Experience: Taught intensive summer courses at Sophia University, Tokyo, Japan, 1993-2000 (invited lecturer).

Language Proficiencies: Japanese (5) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): M.A. in Teaching English as a Second Language, Teachers College, Columbia University (1999)

Instructional Content Area Expertise: 100%

Courses Taught: Second Year Japanese I; Fifth Year Japanese I; Second Year Japanese II; Fifth year Japanese II

Research and Training Specializations: Applied linguistics; Sociolinguistics/pragmatics/discourse analysis with an emphasis on Japanese; Japanese pedagogy

of Recent Publications: None

Number of Dissertations and/or Theses Supervised in the Past Five Years: None

Recent Recognitions/Awards/Honors: Professional Development Incentive Award, Teachers College, Columbia University (1989-1991); KAPPA DELTA PI: An International Honor Society in Education (1995)

Stephen Noerper, Adjunct Associate Professor

Department and Tenure Status: Political Science, Columbia University, not tenured

Education: B.A., Loyola University of Chicago (1988); M.Sc., London School of Economics (1989); Ph.D., Tufts University

Academic Experience: American University, Waseda University and the National University of Mongolia; Associate Professor of International Relations at New York University

Overseas Experience: Field research in Mongolia and South Korea

Language Proficiencies: Korean (2) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: Korean Politics; International Relations of Northeast Asia

Research and Training Specializations: Korean politics; International relations; East Asian politics

of Recent Publications: 2

Number of Dissertations and/or Theses Supervised in the Past Five Years: None

Recent Recognitions/Awards/Honors: Fellow, East-West Center; Recipient, ROK IFANS and Murrow Center State Friendship Medal of Mongolia

Akbar Noman, Adjunct Associate Professor of International and Public Affairs

Department and Tenure Status: School of International and Public Affairs, Columbia University, not tenured

Education: M.A., Oxford University

Academic Experience: Oxford University

Overseas Experience: Studied at Oxford University; held academic appointments at Oxford University

Language Proficiencies: Arabic (4) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 25%

Courses Taught: None

Research and Training Specializations: Policy analysis and formulation in a variety of developing and transition economies

of Recent Publications: 9

Number of Dissertations and/or Theses Supervised in the Past Five Years: None

Recent Recognitions/Awards/Honors: None

Keiko Okamoto, Lecturer in Japanese

Department and Tenure Status: East Asian Languages and Cultures, Columbia University, not tenured

Education: B.A., International Christian University (1970); M.A., Columbia University (1999)

Academic Experience: New York University, Instructor (1994-1997); New School University, Instructor (1999-2002); Princeton University, Lecturer (2000-2002); Columbia University, Lecturer (2002-present)

Overseas Experience: Undergraduate coursework and research in China, 1927-1949, 1980, 1992; Taiwan, 1971, 1982; Japan, 1971, 1982.

Language Proficiencies: Japanese (5) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): B.A. in Linguistics, International Christian University; M.A. in Japanese Pedagogy, Columbia University

Instructional Content Area Expertise: 100%

Courses Taught: First Year Japanese I; Third Year Japanese I; First Year Japanese II; Third Year Japanese II; First Year Japanese II,

Research and Training Specializations: Japanese language

of Recent Publications: None

Number of Dissertations and/or Theses Supervised in the Past Five Years: None

Recent Recognitions/Awards/Honors: None

Toshiko Omori, Adjunct Lecturer in Japanese**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Seisen Women's University (1979); M.A., New York University (1999)**Academic Experience:** Adjunct Lecturer, New York University; Adjunct Lecturer, The New School**Overseas Experience:** Undergraduate education in Japan**Language Proficiencies:** Japanese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** M.A. in Teaching and Learning, New York University (1999)**Instructional Content Area Expertise:** 100%**Courses Taught:** Introductory Japanese A; Introductory Japanese B**Research and Training Specializations:** Japanese language**# of Recent Publications:** None**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None**Jisuk Park, Lecturer in Japanese****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., University of Aichi Shukutoku; M.A., University of Wisconsin-Madison**Academic Experience:** University of Wisconsin-Madison, Teaching Assistant; 2000-2002**Overseas Experience:** Early life, undergraduate education, and research in Japan**Language Proficiencies:** Japanese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** M.A. in Japanese Linguistics and Pedagogy, University of Wisconsin-Madison**Instructional Content Area Expertise:** 100%**Courses Taught:** First Year Japanese I; First Year Japanese II; Second-Year Japanese I; Second Year Japanese II; Third Year Japanese I; Third Year Japanese II; Fourth-Year Japanese I; Fourth-Year Japanese II**Research and Training Specializations:** Japanese language**# of Recent Publications:** 3**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None

Hugh Patrick, Robert D. Calkins Professor of International Business Emeritus; Director of the Center on Japanese Economy and Business

Department and Tenure Status: Business School, Columbia University, tenured

Education: B.A., Yale University (1951); M.A., University of Michigan (1955); M.A., University of Michigan (1957); Ph.D., University of Michigan (1960)

Academic Experience: Yale University, Asss't Prof., 1960-64, Assoc. Prof., 1964-68, Prof., 1968-84; University of Bombay, Visiting Prof., 1961-62; Hitotsubashi University, Visiting Research Prof., 1964-65; University of Tokyo, Visiting Prof., 1968-69; Columbia University Prof., 1984 to present.

Overseas Experience: Field research in the following countries: India, 1961-62; Japan, 1957-58, 1962, 1964-65, 1968-69, 1980; Australia 1979; China, Japan, Hong Kong (Fall 2013); Japan, Korea (Spring 2013)

Language Proficiencies: Japanese (4) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: Independent Study

Research and Training Specializations: Japanese economy; Macroeconomic performance and policy; Government-business relations; Japan-United States economic relations; Japan's banking and financial reform; Asian-Pacific economic relations and APEC; Asia's financial crisis, recovery, post-crisis

of Recent Publications: 1

Number of Dissertations and/or Theses Supervised in the Past Five Years: None

Recent Recognitions/Awards/Honors: Guggenheim Fellow (1964-65); Fulbright Research Professor (1964-65); Fulbright-Hays NDEA Center Faculty Fellow (1968-69); Ohira Masayoshi Prize for Pacific Basin Industries in Distress (1992); Government of Japan, Order of the Sacred Treasure

John Pemberton, Associate Professor

Department and Tenure Status: Anthropology, Columbia University, tenured

Education: B.A., Wesleyan University (1970); M.A., Wesleyan University (1972); Ph.D., Cornell University (1989)

Academic Experience: University of Michigan pre-1992; University of Washington 1992 - 1997

Overseas Experience: Research and fieldwork in Indonesia, 1971, 1975-77, 1982-84, 1996.

Language Proficiencies: Indonesian (5); Javanese (5); Old Javanese (3) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: History and Culture of Indonesia; Text, Magic, & Performance; Listening: An Ethnography of Sound

Research and Training Specializations: Indonesian history, literature, culture; Music; Anthropology; Colonial studies

of Recent Publications: 1

Number of Dissertations and/or Theses Supervised in the Past Five Years: 18 Ph.D.

Recent Recognitions/Awards/Honors: Recipient, Lauriston Sharp Prize for the Outstanding Dissertation in Southeast Asian Studies, Cornell University (1989)

Greg Pflugfelder, Associate Professor

Department and Tenure Status: East Asian Languages and Cultures; History, Columbia University, tenured

Education: B.A., Harvard University (1981); M.A. Waseda University (1986); Ph.D., Stanford University (1996)

Academic Experience: Lecturer, Waseda University, 1987-1988; Teaching Assistant, Stanford University, 1989-1992; Columbia University, Assistant Prof., 1996-2001, Assoc. Prof., 2001 to present

Overseas Experience: Graduate education and field research in Japan, 1981-1988, 1993-1994, 1998-1999

Language Proficiencies: Japanese (5) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: Cultural History- Japanese Monsters; Colloquium on Early Modern; Introduction to East Asian Civilizations: Japan; Modern Japan: Images

Research and Training Specializations: History of gender and sexuality; Early-Modern Japanese history; Modern Japanese history; Queer studies, the historical construction of masculinities, the history of the body, and representations of monstrosity

of Recent Publications: 2

Number of Dissertations and/or Theses Supervised in the Past Five Years: 6 Ph.D.

Recent Recognitions/Awards/Honors: Yamakawa Kikue Prize (1986), John Boswell Prize (Honorable Mention) (2000)

John Phan, Assistant Professor

Department and Tenure Status: East Asian Languages and Cultures, Columbia University, tenure track

Education: B.A., St. Olaf College (2002); M.A., Columbia University (2005); Ph.D., Cornell University (2012)

Academic Experience: Columbia University

Overseas Experience: Field research in Vietnam, France, and Japan

Language Proficiencies: Vietnamese (5) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: Intro to East Asian Civilizations: Vietnam; Historical Writing of East Asia

Research and Training Specializations: Vietnamese writing systems and vernacular scripts; Historical linguistics; Linguistic contact between China and Vietnam

of Recent Publications: 3

Number of Dissertations and/or Theses Supervised in the Past Five Years: None; New to Columbia

Recent Recognitions/Awards/Honors: Recipient, American Council of Learned Societies (ACLS) Grant

Christopher Phillips, Adjunct Professor, Art History, Barnard College**Department and Tenure Status:** Art History, Columbia University; Barnard College, not tenured**Education:** B.A., University of North Carolina, Chapel Hill; M.F.A., Rochester Institute of Technology**Academic Experience:** Adjunct Professor, New York University, Tisch School of the Arts; Adjunct Professor, Barnard College; Curator, International Center of Photography**Overseas Experience:** Research and fieldwork in China and Japan**Language Proficiencies:** Chinese (1); Japanese (1) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Photography and Video in Asia**Research and Training Specializations:** Contemporary Asian photography; History and criticism of photography**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None**Andrew Plaks, Adjunct Associate Professor****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Princeton University (1967); Ph.D., Princeton University (1973)**Academic Experience:** Professor Emeritus of East Asian Studies and Comparative Literature, Princeton University, 1973-2007; Professor of East Asian Studies, Hebrew University of Jerusalem**Overseas Experience:** Research in China**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Transmission of Concept of Qing; Jin Ping Mei in New Light**Research and Training Specializations:** Chinese and Japanese classical literature; Ming and Qing dynasties**# of Recent Publications:** 4**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Recipient, Joseph Levenson Book Prize

Shaoyan Qi, Lecturer in Chinese**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Huazhong University of Science and Technology; B.A., State University of New York at Binghamton; M.A., Villanova University**Academic Experience:** Lecturer, Bryn Mawr College; Lecturer, Princeton University; Lecturer, Middlebury College**Overseas Experience:** Early life and undergraduate coursework in China**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** M.A. in Linguistic and Socio-cultural Anthropology, State University of New York at Binghamton; M.A. in Education, Villanova University**Instructional Content Area Expertise:** 100%**Courses Taught:** Second Year Chinese I; Acquisition of Chinese as a Second Language; Second Year Chinese II; Introductory Chinese A**Research and Training Specializations:** Chinese language and pedagogy**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None**Ying Qian, Assistant Professor****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, tenure track**Education:** B.A., Harvard University; M.Phil., University of Cambridge; Ph.D., Harvard University (2013)**Academic Experience:** Australian National University, 2013-15**Overseas Experience:** Field research in China**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Intro to Chinese Cinemas; Modern and Contemporary Media; East Asian Cinema; Chinese Documentary Cinema**Research and Training Specializations:** Chinese cinema; Visual culture; Media studies**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 5 Ph.D.; 9 M.A.**Recent Recognitions/Awards/Honors:** None

John Rajchman, Adjunct Professor**Department and Tenure Status:** Art History, Columbia University, not tenured**Education:** B.A., Yale University; Ph.D., Columbia University (1985)**Academic Experience:** Princeton University; Massachusetts Institute of Technology; Collège International de Philosophie in Paris; The Cooper Union**Overseas Experience:** Lectures in China, 2013-2014**Language Proficiencies:** French (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 25%**Courses Taught:** Art and Theory in a Global Context; Foucault and the Arts**Research and Training Specializations:** Theory and Criticism, 20th-century Art and Philosophy**# of Recent Publications:** 6**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None**Jonathan M. Reynolds, Professor of Art History****Department and Tenure Status:** Art History, East Asian Languages and Cultures, Barnard College; Columbia University, tenured**Education:** Ph.D., Stanford University (1991)**Academic Experience:** Bryn Mawr College; Princeton University; Middlebury College**Overseas Experience:** Fieldwork, Japan (1990); frequent research trips to Japan**Language Proficiencies:** Japanese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Japanese Photography; Methods and Theories of Art History; Japanese Architecture: Tokyo**Research and Training Specializations:** Japanese architecture and visual culture**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 8 Ph.D.**Recent Recognitions/Awards/Honors:** None

Jeong-Ho Roh, Senior Research Scholar and Lecturer in Law; Director, Center for Korean Legal Studies

Department and Tenure Status: Columbia University Law School, Columbia University, not tenured
Education: B.A., Seoul National University (1985); J.D., Columbia Law School (1988)

Academic Experience: Columbia University School of Law, Lecturer-in-Law, 1994-present; Director, Center for Korean Legal Studies, 1999-present.

Overseas Experience: Associate Professor of law at Yonsei University, Korea (2004-2008); Officer in the Korean military at the Ministry of National Defense (1990-1993)

Language Proficiencies: Korean (5) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: Geopolitics of Law and Conflict on the Korean Peninsula; South Korean Legal System in the Global Economy

Research and Training Specializations: Constitutionalism and democracy in South Korea; Legal systems of South and North Korea; Nuclear liability law

of Recent Publications: None

Number of Dissertations and/or Theses Supervised in the Past Five Years: None

Recent Recognitions/Awards/Honors: Served as legal advisor to the Korean government on the KEDO North Korean Light-water Reactor Project and has visited North Korea on six occasions negotiating nuclear liability protocols for the project.

Daniel Rosen, Adjunct Associate Professor

Department and Tenure Status: International and Public Affairs, Columbia University, not tenured

Education: B.A., University of Texas, Austin (1990); M.S., Georgetown University (1992)

Academic Experience: Columbia University, Adjunct Professor, 2001-present

Overseas Experience: Professional work and advising in China, cumulatively 2.5 years from 1993-present.

Language Proficiencies: Chinese (3); French (2); Portuguese (1) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: China's New Marketplace; China and the Global Economy

Research and Training Specializations: Chinese economic development patterns, FDI in China; Information technology and the New Economy Paradigm.

of Recent Publications: 5

Number of Dissertations and/or Theses Supervised in the Past Five Years: 4 M.A.

Recent Recognitions/Awards/Honors: Senior Advisor, White House National Economic Council (2000-2001); Member of the Council on Foreign Relations; Board Member of the National Committee on United States-China Relations; Visiting Fellow at the Peterson Institute for International Economics

Morris Rossabi, Adjunct Associate Professor**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., New York University (1961); M.A., Columbia University (1964); Ph.D., Columbia University (1970)**Academic Experience:** Faculty member, Queens College, CUNY**Overseas Experience:** Research and fieldwork in China, Tibet, Mongolia, Japan, Russia, frequent trips 1985-96 Mongolia, research in the (former) U.S.S.R. (1978).**Language Proficiencies:** Arabic (5); Chinese (5); French (5); German (5); Italian (3); Japanese (5); Manchu (3); Mongol (3); Persian (3); Russian (3). [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** The Mongols in History; Graduate Seminar – History of the Mongols**Research and Training Specializations:** East and Central Asian history**# of Recent Publications:** 4**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Chair, Arts and Culture Board of the Open Society Institute, Soros Foundation**Murray Rubinstein, Senior Research Scholar****Department and Tenure Status:** Weatherhead East Asian Institute, Columbia University, not tenured**Education:** Ph.D., New York University (1976)**Academic Experience:** Baruch College**Overseas Experience:** Research and fieldwork in Taiwan and China**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Seminar on Modern Taiwan**Research and Training Specializations:** China, Taiwan; Christianity in China and Taiwan; Development of modern Taiwan, government, politics, and religion**# of Recent Publications:** 5**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Recipient, Hung-dah Chiu Memorial Award for Best Paper in History and the Humanities

David Sandalow, Inaugural Fellow, Center on Global Energy Policy; Senior Research Scholar; Adjunct Professor of International and Public Affairs

Department and Tenure Status: School of International and Public Affairs, Columbia University, not tenured

Education: B.A., Yale University; J.D., University of Michigan

Academic Experience: Adjunct Professor of International and Public Affairs, Columbia University

Overseas Experience: Fieldwork in China

Language Proficiencies: None [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 50%

Courses Taught: None

Research and Training Specializations: Global energy policy

of Recent Publications: 6

Number of Dissertations and/or Theses Supervised in the Past Five Years: None

Recent Recognitions/Awards/Honors: Acting Undersecretary of Energy, U.S. Department of Energy (2009-2013); Assistant Secretary for Policy & International Affairs, U.S. Department of Energy; Assistant Secretary of State for Oceans, Environment & Science; U.S. Department of State

Fumiko Sasaki, Adjunct Assistant Professor of International and Public Affairs

Department and Tenure Status: School of International and Public Affairs, Columbia University, not tenured

Education: B.A., Aoyama Gakuin University; M.A., The Johns Hopkins University; Ph.D., The Johns Hopkins University

Academic Experience: City University of New York, Medgar Evers College, 2017 to present; Pace University, 2016 to present; St. Edwards University, 2007-11; Ogaki Women's College, 1991-1999

Overseas Experience: Early life and undergraduate coursework in Japan

Language Proficiencies: Japanese (5) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: Power, Institutions, & Ideas; East Asian Security

Research and Training Specializations: Asian security; Governments; Political culture; Internet and political participation; International relations; Globalization; Japanese politics and political thought; Technology; Innovation for education

of Recent Publications: 3

Number of Dissertations and/or Theses Supervised in the Past Five Years: None

Recent Recognitions/Awards/Honors: Recipient, St. Edward's University Presidential Grant; Sasakawa Scientific Grant

Conrad Schirokauer, Senior Scholar and Adjunct Professor**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Yale University (1950); M.A., Stanford University (1952); Ph.D., Stanford University (1960)**Academic Experience:** Swarthmore 1960-62, City University of NY 1962-91, Emeritus Professor 1991**Overseas Experience:** Kyoto 1967-69, 1971-72, many summers, fall 1990; Jinan Shandong 1983.**Language Proficiencies:** Chinese (4); Japanese (4); German (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Introduction to Major Topics: East Asia; Colloquium on Major Texts: East Asia**Research and Training Specializations:** Chinese intellectual history; Song perceptions of and attitudes toward history; Zhu Xi and Hu Hong**# of Recent Publications:** 5**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Recipient, Fulbright, ACLS, City University of New York Grants**Carol H. Schulz, Senior Lecturer****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Ewha Women's University (1963); Ed.M, Boston University (1969); M.S., Columbia University, (1973).**Academic Experience:** Columbia University, 1973-present**Overseas Experience:** Lived in Korea 1960s; frequent visits every few years.**Language Proficiencies:** Korean (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** B.A. in English Language and Literature, Ewha Women's University (1963); Ed.M. in College Counseling, Boston University (1969); M.S. in Library Sciences, Columbia University (1973)**Instructional Content Area Expertise:** 100%**Courses Taught:** Second Year Korean I; Third Year Korean I; Second year Korean II; Fifth Year Korean II; First Year Korean I; First Year Korean II**Research and Training Specializations:** Teaching Methodology; Speed Reading; Fossilization**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Conducted the ACTFL Korean Oral Proficiency Interviews for the students of California State University at Los Angeles (2008)

Stephen Sestanovich, Kathryn and Shelby Cullom Davis Professor for the Practice of International Diplomacy

Department and Tenure Status: School of International and Public Affairs, Columbia University, tenured

Education: B.A., Cornell University; Ph.D., Harvard University

Academic Experience: Assistant Professor of Political Science, Graduate Faculty of the New School for Social Research, 1978-1980; Visiting Assistant Professor of Political Science, Columbia University, 1979-1980

Overseas Experience: Ambassador-at-large for the former Soviet Union (Russia)

Language Proficiencies: Russian (5) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 25%

Courses Taught: America and Asia: War, Peace, Trade, and Diplomacy in the 20th and 21st Centuries

Research and Training Specializations: U.S Foreign Policy

of Recent Publications: 5

Number of Dissertations and/or Theses Supervised in the Past Five Years: None

Recent Recognitions/Awards/Honors: Ambassador-at-Large and Special Advisor to the Secretary of State on NIS

Wei Shang, Du Family Professor of Chinese Culture

Department and Tenure Status: East Asian Languages and Cultures, Columbia University, tenured

Education: B.A., Peking University (1982); M.A., Peking University (1984); Ph.D., Harvard University (1995)

Academic Experience: Beijing University, Assistant Professor, 1984-88; Harvard University, Assistant Professor, 1995-97; Columbia University, Assistant Professor, 1997-2001; Columbia University, Untenured Associate Professor, 2002 to present.

Overseas Experience: Early life, undergraduate and graduate coursework in China; returns frequently for fieldwork

Language Proficiencies: Chinese (5); Japanese (1) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: Readings in Classical Chinese; Intro to History of Chinese Literature; Pre-modern Chinese Fiction

Research and Training Specializations: Chinese literature (especially the narrative genres from the mid-Tang through the Qing periods); Chinese cultural history (Print Culture and the discourses of the everyday life in literature and popular encyclopedias); Yuan Dynasty drama; Pre-modern China

of Recent Publications: 2

Number of Dissertations and/or Theses Supervised in the Past Five Years: 7 Ph.D.; 8 M.A.

Recent Recognitions/Awards/Honors: Co-Editor and Contributor, The Cambridge History of Chinese Literature

Zhongqi Shi, Lecturer in Chinese**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Beijing Language and Culture University (1998); M.A., Beijing Language and Culture University (2005); Ph.D., Teachers College, Columbia University**Academic Experience:** Resident Director, Summer Business Chinese and Internship in Shanghai, Columbia University Global Programs**Overseas Experience:** Early life, undergraduate and graduate coursework in China; returns frequently for fieldwork**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** B.A. in Teaching Chinese as a Foreign Language, Beijing Language and Culture University (1998); M.A. in Linguistics and Applied Linguistics, Beijing Language and Culture University (2005); Ph.D. in Cognitive Studies in Education, Teachers College, Columbia University**Instructional Content Area Expertise:** 100%**Courses Taught:** Third Year Chinese I; Business Chinese I; Third Year Chinese II; Business Chinese II**Research and Training Specializations:** CAI and corpus linguistics**# of Recent Publications:** 3**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None**Yumiko Shimabukuro, Lecturer in Discipline of International and Public Affairs; Director, Urban and Social Policy Concentration****Department and Tenure Status:** School of International and Public Affairs, Columbia University, not tenured**Education:** M.A., Columbia University; Ph.D., Massachusetts Institute of Technology**Academic Experience:** Harvard University; Massachusetts Institute of Technology**Overseas Experience:** Early life and research in Japan**Language Proficiencies:** Japanese (5); Spanish (3) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Political Economy Seminar; International Political Economy; Managing Socio-Economic Risk; Social Investment and Economic Growth in East Asia; Comparative Social Welfare Policy**Research and Training Specializations:** Political economy; Comparative politics; Social welfare policy with a regional expertise in Northeast Asia**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 5 M.A.**Recent Recognitions/Awards/Honors:** Research Funding Recipient, Social Science Research Council, the Weatherhead Center for International Affairs at Harvard University, the Association of Asian Studies, and the Center for International Studies at MIT

Haruo Shirane, Shincho Professor of Japanese Literature; Chair, Department of East Asian Languages and Cultures

Department and Tenure Status: East Asian Languages and Cultures, Columbia University, tenured
Education: B.A., Columbia University (1974); M.A., University of Michigan (1977); Ph.D., Columbia University (1983)

Academic Experience: Visiting Scholar, Dept. of Comp. Literature, University of Tokyo, 1987; Assistant Prof., East Asian Lang. & Cultures, U. of Southern Calif., 1982-86.

Overseas Experience: Visiting Scholar, Comparative Literature, University of Tokyo, 1987.

Language Proficiencies: Japanese (5) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: Introduction to Classical Japanese; Graduate Seminar in Premodern Japanese Literature

Research and Training Specializations: Japanese literature, culture, and history

of Recent Publications: 3

Number of Dissertations and/or Theses Supervised in the Past Five Years: 6 Ph.D.; 4 M.A.

Recent Recognitions/Awards/Honors: Japan Foundation Research Fellowship (2002); Haiku Society of America Merit Book Award (1998); The Itoh Scholarship Foundation (1996-1997), \$15,000 for Canon Conference; Shinchô Professor of Japanese Literature and Culture (1996-present)

Henry D. Smith, Professor Emeritus of Japanese History

Department and Tenure Status: East Asian Languages and Cultures, Columbia University, tenured
Education: B.A., Yale University (1962), M.A., Harvard University (1964); Ph.D., Harvard University (1970)

Academic Experience: Director, Kyoto Consortium for Japanese Studies, 2006-2011; Visiting Scholar, International Research Center for Japanese Studies, Kyoto, 2001; KCJS Professor, Kyoto Center for Japanese Studies, 1999-2000; Associate Professor of History, University of California, Santa Barbara, 1976-1987; Assistant Professor of History, Princeton University, 1969-1975

Overseas Experience: Research and fieldwork in Tokyo, Japan

Language Proficiencies: Japanese (5) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: Director of the Kyoto Consortium of Japanese Studies

Research and Training Specializations: Late Edo landscape prints; The history of color and pigments in Japanese woodblock prints of the eighteenth and nineteenth century; Woodblock views of Edo and Tokyo; “Chūshingura” and the relationship between history and legend in early modern and modern

of Recent Publications: 1

Number of Dissertations and/or Theses Supervised in the Past Five Years: None

Recent Recognitions/Awards/Honors: None

Sunhee Song, Adjunct Lecturer in Korean**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Busan National University of Education; M.A., San Francisco State University; Ed.M. Teachers College, Columbia University (2009); Ed.D., Teachers College, Columbia University (2009)**Academic Experience:** Princeton University**Overseas Experience:** Undergraduate education in South Korea**Language Proficiencies:** Korean (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** B.A. in Elementary Education with Teaching Certification, Busan National University of Education; M.A. in Teaching English to Speakers of Other Languages, San Francisco State University; Ed.M. in Teaching English to Speakers of Other Languages, Teachers C**Instructional Content Area Expertise:** 100%**Courses Taught:** First Year Korean II; Second Year Korean II**Research and Training Specializations:** Second and foreign language acquisition; Role of input, output, and interactional feedback; Instructional techniques; Teaching and learning process**# of Recent Publications:** 3**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Noe**Naoko Sourial, Adjunct Lecturer in Japanese****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Nanzan University (1984); M.A., Columbia University (2011)**Academic Experience:** Naoko Sourial started teaching at Columbia University in Spring 2017. Before teaching at Columbia, she has taught Japanese at New York University and Baruch College, City University of New York**Overseas Experience:** Undergraduate education in Japan**Language Proficiencies:** Japanese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** M.A. in Japanese Pedagogy, Columbia University (2011)**Instructional Content Area Expertise:** 100%**Courses Taught:** First Year Japanese I; First Year Japanese II**Research and Training Specializations:** Japanese language**# of Recent Publications:** 5**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None

Joseph Stiglitz, University Professor**Department and Tenure Status:** Business School, Columbia University, tenured**Education:** B.A., Amherst College; Ph.D., Massachusetts Institute of Technology (1967)**Academic Experience:** Professor of Economics and Senior Fellow, Hoover Institution, Stanford University, 1988-2001; Stern Visiting Professor, Columbia University, 2000; Professor of Economics, Princeton University, 1979-1988; Drummond Professor of Political Economy, Oxford University, 1976-1979; Oskar Morgenstern Distinguished Fellow and Visiting Professor, Institute for Advanced Studies and Mathematica, 1978-1979; Professor of Economics, Stanford University, 1974-1976; Visiting Fellow, St. Catherine's College, Oxford, 1973-1974; Professor of Economics, Cowles Foundation and Department of Economics, Yale University, 1970-1974; Associate Professor, Cowles Foundation, 1968-1970; Assistant Professor, Cowles Foundation, 1967-1968; Assistant Professor of Economics, M.I.T., 1966-1967**Overseas Experience:** Research in China, Japan and Korea**Language Proficiencies:** None [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 50%**Courses Taught:** Perspectives on Economic Studies; Macroeconomics Seminar; Globalization & Markets & the Changing Economic Landscape**Research and Training Specializations:** World market economies**# of Recent Publications:** 3**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Recipient, Nobel Memorial Prize in Economic Sciences (2001); Nobel Peace Prize, Shared (2007); Recipient, John Bates Clark Medal (1979)**Joowun Suh, Senior Lecturer in Korean; Director, Korean Language Program****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** Ed.M., Columbia University; Ed.D., Columbia University**Academic Experience:** Senior Lecturer and Director of the Korean Language Program, Princeton University**Overseas Experience:** Research and fieldwork in Korea**Language Proficiencies:** Korean (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** Ed.M. in Applied Linguistics, Teachers College, Columbia University (2000); Ed.D. in Applied Linguistics, Teachers College, Columbia University (2007)**Instructional Content Area Expertise:** 100%**Courses Taught:** First Year Korean**Research and Training Specializations:** Korean linguistics and language pedagogy; Intercultural communication**# of Recent Publications:** 5**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Editorial Board Member, Korean Semantics and Language and Information Society; Reviewer, Journal of Less Commonly Taught Languages, New York State TESOL Journal

Tomi Suzuki, Professor of Japanese Literature**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, tenured**Education:** B.A., University of Tokyo (1974); M.A., University of Tokyo (1977); M.Phil., Yale University (1980); Ph.D., Yale University (1988)**Academic Experience:** Instructor of Japanese Language and Literature, UCLA (1983-1986); Assistant Professor of Japanese & Comparative Literature, Queens College, CUNY (1988-1995); Visiting Professor of Japanese Literature, Yale University, (1992); Tenured Associate Professor of Japanese & Comparative Literature, Queens College, CUNY, 1995-1996; Tenured Associate Professor of Japanese Literature, Columbia University, 1996-present.**Overseas Experience:** Undergraduate/Graduate education and fieldwork in Japan-1977; 1980-82; 1987; 1993; 2002**Language Proficiencies:** Japanese (5); French (4); Classical Chinese (4); German (2) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Colloquium on Modern East Asian Texts; Readings in Classical Japanese; Graduate Seminar in Modern Japanese Literature**Research and Training Specializations:** 19th and 20th-century Japanese fiction and criticism; Literary and cultural theory, particularly theories of narrative, genre, gender, and modernity; Canon formation and historiography; Modern Japanese literature and criticism in comparative context; Lite**# of Recent Publications:** 4**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 12 Ph.D.; 7 M.A.**Recent Recognitions/Awards/Honors:** Japan Foundation Research Fellowship (2001-2002)**Naofumi Tatsumi, Lecturer in Japanese****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Ritsumeikan University; M.A., University of Southern Mississippi; Ph.D., Purdue University**Academic Experience:** Purdue University; Beloit College; University of Southern Mississippi**Overseas Experience:** Undergraduate education in Japan; research in Canada**Language Proficiencies:** Japanese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** M.A. in Teaching English to Speakers of Other Languages, University of Southern Mississippi; Ph.D., Japanese Linguistics, Purdue University**Instructional Content Area Expertise:** 100%**Courses Taught:** Introductory Japanese A; First Year Japanese I; First Year Japanese II; Second Year Japanese II; Third Year Japanese I**Research and Training Specializations:** Japanese pragmatics; Compliment responses**# of Recent Publications:** 4**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None

Robert Thurman, Jey Tsong Khapa Professor of Indo-Tibetan Studies**Department and Tenure Status:** Religion, Columbia University, tenured**Education:** B.A., Harvard University; M.A., Harvard University; Ph.D., Harvard University**Academic Experience:** Amherst College: Assistant Professor of Religion, 1973–1978; Associate Professor, 1978–1985; Professor of Religion, 1985–1988. Harvard University: Visiting Professor of Tibetan and World Religions, Spring, 1979; fall, 1986. Doshisha University, Associated Kyoto Program, Kyoto, Japan: Visiting Professor of Buddhist Studies, Fall, 1985.**Overseas Experience:** Extensive research in Tibet, India, and East Asia. Long periods in Japan and France. Numerous lectures in Naples, Barcelona, Milano, Lugano, Zurich, and New Delhi.**Language Proficiencies:** Tibetan (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Buddhist Texts**Research and Training Specializations:** Tibet; Tibetan Buddhism**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 2 Ph.D.**Recent Recognitions/Awards/Honors:** National Endowment for the Humanities: Principal Investigator, American Institute of Buddhist Studies Research and Translation Project (1978-1979); Reviewer, Asian Religions Film Project (1979-1980)**Robban Toleno, Postdoctoral Research Scholar****Department and Tenure Status:** Religion, Columbia University, not tenured**Education:** B.A., Lewis and Clark College (1995); M.A., University of Hawaii (2006); Ph.D., University of British Columbia, Vancouver (2015)**Academic Experience:** Sessional Instructor, Dept of Asian Studies, University of British Columbia - 2014-2016; Post-Doctoral Research Fellow, University of British Columbia 2015-2016**Overseas Experience:** Southern China and Northern Thailand - fieldwork in 2005**Language Proficiencies:** Chinese (4); Japanese (5); French (3); Akha (1) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Chinese Religious Traditions**Research and Training Specializations:** Premodern history of Chinese religion and society, with particular emphasis on food and nourishment in Chinese Buddhism**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** 2014-2015 C K Choi Prize in Buddhist Studies, for high standing in Buddhist Studies; 2012-2013 Khyentse Foundation Award for Excellence in Buddhist Studies

Sonam Tsering, Lecturer in Tibetan; Director, Tibetan Language Program**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., University of London**Academic Experience:** Yale University; University of Michigan**Overseas Experience:** Research and fieldwork in France, England and China**Language Proficiencies:** Tibetan (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** B.A. in Social Anthropology, University of London**Instructional Content Area Expertise:** 100%**Courses Taught:** First Year Modern Colloquial Tibetan I; First Year Modern Tibetan II; Second Year Modern Colloquial Tibetan I; Second Year Modern Tibetan II; Third Year Modern Colloquial Tibetan I; Third Year Modern Tibetan II**Research and Training Specializations:** Tibetan language**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None**Konchong Tseten, Adjunct Lecturer in Tibetan****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Northwest Normal University; M.A., Qinghai Tibetan Medical College; Certificate, Rebgong Prefecture Teacher Training School**Academic Experience:** Tibetan Language Instructor, Gendun Chopel Middle School; student, Pacific College of Oriental Medicine**Overseas Experience:** Graduate coursework and research in Tibet, China**Language Proficiencies:** Chinese (5); Tibetan (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** Language Teaching Certificate, Rebgong Prefecture Teacher Training School**Instructional Content Area Expertise:** 100%**Courses Taught:** First Year Classical Tibetan I; First Year Classical Tibetan II**Research and Training Specializations:** Tibetan Language; Classical Tibetan**# of Recent Publications:** None**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None

Asami Tsuda, Lecturer in Japanese**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., University of Toronto; M.A., University of Toronto**Academic Experience:** Columbia University (2015-present); University of British Columbia (2011-15); Harvard University (2008-11); Emory University (2006-08) University of Toronto (2004-06)**Overseas Experience:** Undergraduate and graduate education in Canada; research in Japan**Language Proficiencies:** Japanese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** M.A. in Japanese Linguistics and Pedagogy, University of Toronto**Instructional Content Area Expertise:** 100%**Courses Taught:** First Year Japanese I; First Year Japanese II**Research and Training Specializations:** Japanese language; Japanese pronunciation; Japanese phonetics**# of Recent Publications:** 3**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Executive Board Member, Canadian Association for Japanese Language Education (2011-2016)**Takuya Tsunoda, Assistant Professor****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, tenure track**Education:** Ph.D., Yale University (2016)**Academic Experience:** Assistant Professor of East Asian languages and Cultures, Columbia University, 2018-present; Lecturer, Department of Cinema and Media Studies, The University of Chicago, 2016-2018; Visiting Assistant Professor, Colgate University, 2015-2016**Overseas Experience:** Research in Japan**Language Proficiencies:** Japanese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Contemporary Japanese Cinema and Media Culture; Japanese New Wave and Cinematic Modernism**Research and Training Specializations:** Japanese cinema and media; East Asian cinema; Nonfiction cinema; Educational and science film; Industrial film; History and theory of audio-visual pedagogy; Film historiography and media archaeology; Television; Cinematic modernism; New cinemas of the 196**# of Recent Publications:** 6**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None; New to Columbia**Recent Recognitions/Awards/Honors:** None

Gray Tuttle, Leila Hadley Luce Associate Professor of Modern Tibetan Studies**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, tenured**Education:** B.A., Princeton University (1991); M.A., Harvard University (1996); Ph.D., Harvard University (2002)**Academic Experience:** Columbia University, Assistant Professor, East and Languages and Civilization, Fall 2005; Yale University, Lecturer, History Department, Fall 2004; Worcester Polytechnic Institute, Assistant Professor, Humanities Department, 2003-2004; Trinity College (Hartford, CT), Visiting Assistant Professor, International Studies Program, 2002-2003, Harvard University, Instructor, Fall 1999**Overseas Experience:** Field research in Tibet and China**Language Proficiencies:** Tibetan (5); Chinese (4) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Introduction to East Asian Civilizations: Tibet; Life Writing in Tibetan Buddhism; 20th Century Tibetan History**Research and Training Specializations:** Tibetan history & religion**# of Recent Publications:** 7**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 6 Ph.D.; 13 M.A.**Recent Recognitions/Awards/Honors:** Charles A. Ryskamp Research Fellowship Recipient, American Council of Learned Societies (2010); Himalayan Undergraduate Studies Grants Recipient, The Shelley & Donald Rubin Foundation (2008-2009, 2007); Research and Academic Initiatives Grant Recipient,**Xiaodan Wang, Lecturer in Chinese****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A. Beijing Language and Culture University (2003); M.A. Capital Normal University (2006)**Academic Experience:** Lecturer, Columbia University, 2007-Present; Lecturer, Columbia in Beijing, 2007-present**Overseas Experience:** Early life, undergraduate, and graduate education in China**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** B.A. in Teaching Chinese as a Foreign Language, Beijing Language and Culture University (2003); M.A. in Chinese Linguistics and Literature, Capital Normal University (2006)**Instructional Content Area Expertise:** 100%**Courses Taught:** First Year Chinese I; Second Year Chinese I; First Year Chinese II; Second Year Chinese II**Research and Training Specializations:** Language for specific purposes; Second language acquisition and pedagogy; Chinese syntax and discourse analysis**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None

Hai-Long Wang, Lecturer in Chinese**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Jiangsu Normal University; M.A., Columbia University; M.A., Shanghai Normal University**Academic Experience:** Lecturer, Columbia University, 1998-Present**Overseas Experience:** Undergraduate and graduate education as well as research in China**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** M.A. in Linguistics and Anthropology, Columbia University**Instructional Content Area Expertise:** 100%**Courses Taught:** First Year Chinese; Third Year Chinese; First Year Chinese II; Third Year Chinese II**Research and Training Specializations:** Language for specific purposes; Chinese syntax; Chinese language pedagogy**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None**Zhirong Wang, Senior Lecturer in Chinese****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Peking University; Ph.D., University of Wisconsin-Madison**Academic Experience:** Peking Language Institute, Lecturer, 1987-91; Columbia University, Lecturer, 1996 to Present**Overseas Experience:** Undergraduate and graduate coursework in China**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** B.A. in Chinese Language and Literature, Peking University; Ph.D. in Chinese Language, University of Wisconsin-Madison**Instructional Content Area Expertise:** 100%**Courses Taught:** Third Year Chinese; Third Year Chinese II; History of Chinese Language**Research and Training Specializations:** Chinese language; Chinese historical linguistics; Teaching of Chinese as a foreign language**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Vilas Grant, University of Wisconsin-Madison (2001)

Yan Wang, Adjunct Lecturer in Chinese**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., University of International Business and Economics, Beijing (1989); M.A., Seton Hall University (2002); Ph.D., Peking University (2005)**Academic Experience:** Professor of Literature, Beijing Foreign Studies University**Overseas Experience:** Early life and graduate coursework in China**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Trauma and Testimonial Narrative Post-Mao Literature**Research and Training Specializations:** Chinese literature and Cultural studies; Film Studies**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None**Shang-Jin Wei, N.T. Wang Professor of Chinese Business and Economy****Department and Tenure Status:** Business School, Columbia University, tenured**Education:** B.A., Fudan University (1986); M.A., Pennsylvania State University (1988); M.S., University of California, Berkeley (1991); Ph.D., University of California, Berkeley (1992)**Academic Experience:** University of Maryland; Harvard University**Overseas Experience:** Research and fieldwork in China**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Navigating China: World's Second Largest Economy; China's Rise and the World Economy**Research and Training Specializations:** Chinese economy; Corruption; International finance and trade**# of Recent Publications:** 11**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Director, Jerome A. Chazen Institute of International Business; Director, Working Group on the Chinese Economy; Research Associate, National Bureau of Economic Research (U.S.); Research Fellow, Center for Economic Policy Research (Europe)

David Weinstein, Carl Sumner Shoup Professor of Japanese Economics**Department and Tenure Status:** Economics, Columbia University, tenured**Education:** B.A., Yale University (1985); M.A., The University of Michigan (1988); Ph.D., The University of Michigan (1991)**Academic Experience:** Chair, Department of Economics, Columbia University, 2012-2015; Executive Director, Program for Economic Research, Department of Economics, Columbia University, 2009-2012; Vice-Chair, Department of Economics, Columbia, 2003-2007; Visiting Scholar, European Institute for Japanese Studies, Stockholm School of Economics, 2003; Sanford R. Robertson Associate Professor of Business Administration, 1998-1999; Associate Professor of International Business, 1996-1999; Research Professor in Japanese Business, 1996-1999, The University of Michigan Business School; Associate Professor of Economics, Department of Economics, Harvard University, 1995-1997, Assistant since 1991; Visiting Scholar, Institute for Fiscal and Monetary Studies, The Ministry of Finance, Japan, 1995; Visiting Scholar, Faculty of Economics, The University of Tokyo, 1992-1993**Overseas Experience:** Fieldwork, Japan (1990); frequent research trips to Japan**Language Proficiencies:** Japanese (4) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Economic Development of Japan; Theory of International Trade**Research and Training Specializations:** Japanese economy; International trade; Corporate finance; Industrial policy**# of Recent Publications:** 3**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 11 Ph.D.; 2 M.A.**Recent Recognitions/Awards/Honors:** Bank of International Settlements Research Fellowship (2014-15); Institute for New Economic Thinking Grant (2010); National Science Foundation Grant, with Christian Broda (2005-2008)**Ting Wen, Lecturer in Chinese****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Beijing Language and Culture University (2002); M.A., Beijing Language and Culture University (2005); Ph.D., Beijing Language and Culture University (2013)**Academic Experience:** Beijing Language and Culture University; Tokyo University of Foreign Studies**Overseas Experience:** Early life, undergraduate and graduate coursework in China; returns frequently for fieldwork**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** B.A. in Teaching Chinese as a Second Language, Beijing Language and Culture University (2002); M.A. in Teaching Chinese as a Second Language, Beijing Language and Culture University (2005); Ph.D. in Linguistics and Applied Linguistics, Beijing Language and Culture University**Instructional Content Area Expertise:** 100%**Courses Taught:** Second Year Chinese I; Fourth Year Chinese I; Second Year Chinese II; Fourth Year Chinese II**Research and Training Specializations:** Second language acquisition**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None

Charles Woolley, Adjunct Assistant Lecturer in Japanese**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., University of Toronto (2007); Ph.D., Columbia University (2016)**Academic Experience:** Teaching assistant and seminar leader at Columbia University, 2015-present**Overseas Experience:** Undergraduate education in Canada, U.S. Fulbright fieldwork in Japan**Language Proficiencies:** Japanese (4) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Colloquium on Major East Asian Texts; Reading and Translating Modern Japanese Fiction; Introduction to Classical Japanese Literature**Research and Training Specializations:** Modern Japanese literature**# of Recent Publications:** None**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** U.S.-Japan Fulbright-IIE Fellow**Weiping Wu, Professor of Urban Planning, Columbia Graduate School of Architecture, Planning, and Preservation****Department and Tenure Status:** Graduate School of Architecture, Planning, and Preservation, Columbia University, tenured**Education:** B.A., Tsinghua University; M.A., Tsinghua University; Ph.D., Rutgers University**Academic Experience:** Professor of Urban Planning, Columbia Graduate School of Architecture, Planning, and Preservation and Director of the M.S. Urban Planning program; Professor and Chair in the Department of Urban and Environmental Policy and Planning, Tufts University**Overseas Experience:** Undergraduate and graduate education in China**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Chinese Urbanism in Global Context; Hong Kong as Palimpsest: Transit-Induced Redevelopment**Research and Training Specializations:** Global urbanization; Migration; Housing; Infrastructure of Chinese cities**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 3 M.A.**Recent Recognitions/Awards/Honors:** President of the Association of Collegiate Schools of Planning (ACSP)

Chen Wu, Lecturer in Chinese**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Fudan University (2006); M.A., University of Wisconsin-Madison; M.A., Fudan University (2009); Ph.D., University of Wisconsin-Madison (2016)**Academic Experience:** Lecturer, Columbia University, 2013-present; Lecturer, Fudan University**Overseas Experience:** Early life and undergraduate education in China**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** M.A. in Chinese Classical Philology, Fudan University (2009)**Instructional Content Area Expertise:** 100%**Courses Taught:** First Year Chinese I; First Year Chinese II**Research and Training Specializations:** Classical Chinese; Medieval Chinese; Narrative writings; Interrelation between city and literature**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None**Jia Xu, Lecturer in Chinese****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Beijing Language and Culture University (2005); Ed.M., Beijing Language and Culture University (2009)**Academic Experience:** Instructor at Beijing Language and Culture University, the foreign diplomats program at the Confucius Institute Headquarters, Columbia University's Summer Program in Beijing, and the Bentley School in California**Overseas Experience:** Early life, undergraduate, and graduate education in China**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** B.A. in Teaching Chinese as a Foreign Language, Beijing Language and Culture University (2005); Ed.M. in Curriculum and Methodology of Teaching Chinese as a Second Language, Beijing Language and Culture University (2009)**Instructional Content Area Expertise:** 100%**Courses Taught:** First Year Chinese I; Second Year Chinese I; First Year Chinese II; Second Year Chinese II**Research and Training Specializations:** Classical Chinese; Psychology; Cognitive studies in education; Second language acquisition; Chinese language pedagogy**# of Recent Publications:** None**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None

Ling Yan, Senior Lecturer in Chinese**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Northwest University (1986); M.A., Northwestern Polytechnical University (1996); Ph.D., University of Kansas (2005)**Academic Experience:** Lecturer in Chinese language, Columbia University, 2004-present; University of Kansas summer Chinese lecturer, 1999-2004**Overseas Experience:** Early life and undergraduate education in China**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** M.A. in Applied Linguistics, Northwestern Polytechnical University (1996)**Instructional Content Area Expertise:** 100%**Courses Taught:** First Year Chinese I; Fourth Year Chinese I; First Year Chinese II; Fourth Year Chinese II**Research and Training Specializations:** Linguistics; Second language acquisition; Chinese teaching pedagogy and culture; Syntax and prosodic-syntax**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None**Zhaohua Yang, She Yang Assistant Professor in Chinese Buddhism****Department and Tenure Status:** Religion, Columbia University, tenure track**Education:** M.A., Peking University (1997); Ph.D., Stanford University (2013)**Academic Experience:** Teaching Fellow, Stanford University, 2009-2014**Overseas Experience:** Undergraduate education in China; field research in Taiwan and Japan**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Directed Readings in Chinese; Buddhism and Daoism in China; Topics: Chinese Buddhism; Mahayana Buddhist Text**Research and Training Specializations:** Middle period Chinese religions; Buddhist-Daoist interactions; Buddhist manuscript culture; Critical theory**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 3 Ph.D.; 5 M.A.**Recent Recognitions/Awards/Honors:** Recipient, Social Sciences and Humanities Research Council (SSHRC) Partnership Grant

Thomas Yarnall, Adjunct Assistant Professor; Associate Research Scholar**Department and Tenure Status:** Religion, Columbia University, not tenured**Education:** B.A., Amherst College (1983); M.A., Columbia University; MPhil., Columbia University; Ph.D., Columbia University (2003)**Academic Experience:** Adjunct Assistant Professor, Columbia University**Overseas Experience:** Research and fieldwork in China, Tibet, India**Language Proficiencies:** Tibetan (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Buddhist Contemplative Science**Research and Training Specializations:** Indo-Tibetan Buddhism; Buddhist philosophy; Buddhist ethics; Buddhist contemplative sciences/tantra**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Recipient, Tsadra Foundation's Shantarakshita Award for Excellence in Translation (2015)**Hyunkyu Yi, Lecturer in Korean****Department and Tenure Status:** East Asian Languages and Culture, Columbia University, not tenured**Education:** B.A., Yonsei University (1982); M.A., Yonsei University (1987)**Academic Experience:** Korean Language Institute, Yonsei University, Instructor, 1988-1996**Overseas Experience:** Undergraduate and graduate education in Korea**Language Proficiencies:** Korean (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** B.A. in History, Yonsei University (1982); M.A. in East Asian History, Yonsei University (1987)**Instructional Content Area Expertise:** 100%**Courses Taught:** Introductory Korean; Fourth Year Korean I; Elementary Korean A; Fourth Year Korean II; Introductory Korean B; Third Year Korean I; Third Year Korean II**Research and Training Specializations:** Korean language pedagogy**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None

Chun-fang Yu, Sheng Yan, Professor Emerita**Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Tunghai University (1959); M.A., Smith College (1961); Ph.D., Columbia University (1973)**Academic Experience:** Rutgers University, 1974-2004; Columbia University, 2004-present**Overseas Experience:** Early life in Taiwan; undergraduate coursework in China**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** None**Research and Training Specializations:** Chinese Buddhism; East Asian religions; Buddhism and gender; Buddhism and modernization**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None**Ada Chan Yuk-Sim Mui, Professor of Social Work****Department and Tenure Status:** School of Social Work, Columbia University, tenured**Education:** Ph.D, Washington University in St. Louis**Academic Experience:** Faculty Associate at the Center for Social Development at the Brown School of Social Work, Washington University in St. Louis; Honorary Professor at Beijing Normal University, Beijing Youth Politics College, and the University of Hong Kong, China; Research Fellow at the Social Policy Research Center at the National Taiwan University.**Overseas Experience:** Research and fieldwork in Hong Kong, Beijing and Taiwan**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** None**Research and Training Specializations:** Gerontology; Productive aging; Late life employment; Older volunteers; Aging mental health and psychological well-being among well and frail older populations from diverse backgrounds in the U.S. and Hong Kong**# of Recent Publications:** 3**Number of Dissertations and/or Theses Supervised in the Past Five Years:** 1 Ph.D.; 3 M.A.**Recent Recognitions/Awards/Honors:** Fellow, Gerontological Society of America; Recipient, Fulbright Scholarship Award and Fulbright Senior Specialist Award; Recipient, Busse Research Award from the Pan America Congress on Gerontology, and the Outstanding Mentorship Award from the Gerontolog

Madeleine Zelin, Dean Lung Professor of Chinese Studies; Former Director of the East Asian National Resource Center at Columbia University

Department and Tenure Status: East Asian Languages and Cultures, History, Columbia University, tenured

Education: B.A., Cornell University, 1970; Ph.D., University of California, Berkeley, 1979

Academic Experience: Lecturer, UC Berkeley, 1978-79; Assistant, Associate, Full Professor, Columbia University 1979-present.

Overseas Experience: Research and fieldwork in the following countries: Taiwan, 1971-73, 1976-77, '97, '99; Japan, 1977-78; China, 1981, '83, '84, '85, '92, '95, 99; Thailand, 1997; Indonesia, 1997

Language Proficiencies: Chinese (5); Japanese (4); Tibetan (3) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: History of Modern China I; Merchants, Markets, & Modernity; Colloquium in Chinese Legal History

Research and Training Specializations: Qing Chinese institutional history; Chinese legal and economic history; Comparative legal history

of Recent Publications: 3

Number of Dissertations and/or Theses Supervised in the Past Five Years: 13 Ph.D.; 6 M.A.

Recent Recognitions/Awards/Honors: Elected Member, Council on China and Inner Asia of the Association for Asian Studies; Elected Member, Board of Directors of the International Society for Chinese Law and History; Recipient, Lilienthal Prize (1985); Recipient, Allan Sharlin Memorial Prize

Yicheng Zhang, Lecturer in Chinese

Department and Tenure Status: East Asian Languages and Cultures, Columbia University, not tenured

Education: B.A.; Beijing Language & Culture University (2010); M.A., Beijing Language & Culture University (2013)

Academic Experience: Lecturer, Columbia University (2016-present); Lycee Jean Bart 2013-2016

Overseas Experience: Early life, undergraduate, and graduate education in China

Language Proficiencies: Chinese (5) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): B.A. in Teaching Chinese as a Foreign Language, Beijing Language and Culture University (2010); M.A. in Teaching Chinese to Speakers of Other Languages, Beijing Language and Culture University (2013)

Instructional Content Area Expertise: 100%

Courses Taught: First Year Chinese I; Second Year Chinese; First Year Chinese II; Second Year Chinese II

Research and Training Specializations: Linguistics pedagogy of teaching Chinese as a foreign language; Task-based language teaching

of Recent Publications: None

Number of Dissertations and/or Theses Supervised in the Past Five Years: None

Recent Recognitions/Awards/Honors: None

Boshu Zhang, Adjunct Professor of Political Science**Department and Tenure Status:** Political Science, Columbia University, not tenured**Education:** B.A., Chinese People's University (1982); M.A., Chinese Academy of Social Sciences (1988); Ph.D., Chinese Academy of Social Sciences (1991)**Academic Experience:** Visiting Scholar, Institute for the Study of Human Rights, Columbia University, 2011- 2013; Assistant Professor, Institute of Philosophy, Chinese Academy of Social Sciences, 1991-2010; Professor, Beijing Zhuoda University 2000-2001; Director, Educational Strategic Committee of Beijing Zhuoda University, 1999-2000; President, Beijing Chinese Humanities College, 1998-1999; Lecturer of Economics, Chinese People University, 1985-1991; Lecturer of Economics, Tsinghua University, 1983-1985; Visiting scholar at Roger William University in USA, 2011; Visiting Professor at Soochow University in Taiwan, 2010; Visiting Professor at Chung Hua University in Taiwan, 2009; Visiting scholar at Roger William University in USA, 2009; Visiting Professor at Keio University in Japan, 2009; Visiting scholar at Chinese University in Hong Kong, 2005; Visiting scholar at Chinese University in Hong Kong, 2004; Visiting scholar at Central Michigan University, 2001-2002**Overseas Experience:** Undergraduate coursework in China; research in Japan and Taiwan**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Nine Thought Trends in China; Politics in Contemporary China**Research and Training Specializations:** Philosophy; Modern China politics; Chinese constitutional transition**# of Recent Publications:** 2**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Recognized Individual, 100 Top Public Intellectuals in China, Institute of ZhengyouJingzuo (2007, 2008, 2010, 2012); Recognized Individual, 100 Top Chinese Public Intellectuals by Boxun Media (2009, 2010, 2011, 2012)**Wenlian Zhang, Lecturer in Chinese****Department and Tenure Status:** East Asian Languages and Cultures, Columbia University, not tenured**Education:** B.A., Qufu Normal University (1991); M.A., Renmin University of China (2000)**Academic Experience:** Beijing Language and Culture University; BaeWha Women's College; University of Mary Washington**Overseas Experience:** Early life, undergraduate and graduate coursework in China; returns frequently for fieldwork**Language Proficiencies:** Chinese (5) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** B.A. in Chinese Language and Literature, Qufu Normal University (1991); M.A. in Modern Chinese Language, Renmin University of China (2000)**Instructional Content Area Expertise:** 100%**Courses Taught:** Second Year Chinese I; Third Year Chinese I; Fourth Year Chinese II; Second Year Chinese I; Third Year Chinese I; Second Year Chinese II; Third Year Chinese II**Research and Training Specializations:** Linguistics pedagogy of teaching Chinese as a foreign language modern Chinese literature**# of Recent Publications:** 1**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** None

Sun Zhe, Adjunct Senior Research Scholar in the Faculty of International and Public Affairs

Department and Tenure Status: School of International and Public Affairs, Columbia University, tenured

Education: B.A., Fudan University; Ph.D., Columbia University

Academic Experience: Fudan University; Ramapo College of New Jersey

Overseas Experience: Early life and undergraduate coursework in China

Language Proficiencies: Chinese (5) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: None

Research and Training Specializations: China-U.S. comparative politics

of Recent Publications: None

Number of Dissertations and/or Theses Supervised in the Past Five Years: None

Recent Recognitions/Awards/Honors: None

Eve Zucker, Adjunct Associate Research Scholar

Department and Tenure Status: Weatherhead East Asian Institute, Columbia University, not tenured

Education: M.A., University of Wisconsin-Madison; Ph.D., London School of Economics

Academic Experience: Adjunct Associate Professor, Columbia University; Council for Southeast Asian Studies at Yale University; Southeast Asia Program at Cornell University; Rutgers Center for the Study of Genocide and Human Rights; UC San Diego; LSE

Overseas Experience: Research and fieldwork in Cambodia

Language Proficiencies: Khmer (4) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: Mass Violence and its Aftermaths in Southeast Asia

Research and Training Specializations: Cultural anthropology; The aftermath of mass violence through the lenses of social memory, morality, the imagination, trust, and everyday practices

of Recent Publications: 1

Number of Dissertations and/or Theses Supervised in the Past Five Years: None

Recent Recognitions/Awards/Honors: None

Lisbeth Kim Brandt, Adjunct Associate Professor of East Asian Languages and Cultures; Research Scholar at the Weatherhead East Asian Institute*

Department and Tenure Status: Weatherhead East Asian Institute, Columbia University, not tenured

Education: B.A., Smith College (1984); Ph.D., Columbia University (1996)

Academic Experience: Assistant Professor, Amherst College, 1996-2005; Associate Professor, Columbia University, 2007-2016

Overseas Experience: Kyoto and Tokyo, Japan (Summer 2013); Visiting Researcher in Japanese History, Seikei University, Japan (Fall 2006); Visiting Researcher, school for International Liberal Studies, Waseda University, Japan (1998-1999); Dissertation research and graduate coursework as a visiting student, Waseda University, Japan (1992-1993)

Language Proficiencies: Japanese (5) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: 100%

Courses Taught: Introduction to East Asian Civilizations: Japan to 1600; Modern Japan: 1800 to the Present; Japan and Imperialism in East Asia; Histories of Consumption; Treaty-Port Japan; Postwar Japan in the World, War and Memory in East Asia; MARSEA Workshops I & II

Research and Training Specializations: Twentieth-century Japanese cultural and social history; Japanese imperialism and colonialism, especially in Korea; Japan-U.S. relations; History of the Cold War; Women's and gender history; History of the body; History of material culture

of Recent Publications: 4

Number of Dissertations and/or Theses Supervised in the Past Five Years: 3 Ph.D.; 6 M.A.

Recent Recognitions/Awards/Honors: Northeast Asia Council Japan Studies Grant (2014); Fulbright Research Fellowship (2009-2010)

Athina Fontenot, Program Coordinator for Events at the Weatherhead East Asian Institute

Department and Tenure Status: Weatherhead East Asian Institute, Columbia University, not tenured

Education: B.A., Aristotle University of Thessaloniki (2004); M.A., L'École des hautes études en sciences sociales (2005); D.P.A., National School of Public Administration and Local Government (2008); M.S., CUNY Hunter College (2014).

Academic Experience: Public Administration and Immigration Officer, Greek Ministry of International Affairs, 2009-2013; Adviser, United Nations Permanent Mission of Greece in New York, 2014

Overseas Experience: Life in Greece through 2014; graduate education in Canada

Language Proficiencies: Greek (5); French (5) [5=near fluent; 1=beginner]

Language Pedagogy Training (if applicable): N/A

Instructional Content Area Expertise: N/A

Courses Taught: None

Research and Training Specializations: Immigration rights and policy

of Recent Publications: None

Number of Dissertations and/or Theses Supervised in the Past Five Years: N/A

Recent Recognitions/Awards/Honors: None

Karen Kane, Associate Director, Asia for Educators at Columbia University****Department and Tenure Status:** Asia for Educators, Columbia University, not tenured**Education:** B.A., University of Massachusetts (1975); M.A., Columbia University (1977)**Academic Experience:** Senior Lecturer, Department of Education, American Museum of Natural History (1992-95); Adjunct Assistant Professor, Department of Humanities, Cooper Union for the Advancement of Science (1989-present); Adjunct Assistant Professor, General Studies Program, New York University (1989-90); Adjunct Lecturer, Department of Anthropology, Hunter College (1989-92); Adjunct Lecturer, Department of Anthropology, Rutgers University (1988-89)**Overseas Experience:** Foreign Expert, Beijing Second Foreign Language Institute, Beijing, China (1987-88); Traveling Lecturer, Discovery Tours, American Museum of Natural History - Vietnam, China, Mongolia, Siberia, Russia, Tibet, Kazakhstan, Uzbekistan, Laos, Cambodia, Burma, Thailand, Nepal, India, Malta, Crete, Korea; National Consortium for Teaching About Asia Study Tour Leader – China, Japan, Vietnam**Language Proficiencies:** Chinese (3); Cantonese (2); Tibetan (1) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** Co-teaches online courses and book groups focusing on Asia for K-12 educators including Vietnam: Past and Present**Research and Training Specializations:** Asian studies in K-12 education**# of Recent Publications:** None**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Grant-in-Aid for Scientific Research, Ministry of Education, Japan (2001-2003); Overseas Joint Researcher, “Development of New Curriculum for After-School Programs in Science Museums,” National Science Museum**Roberta Martin, Senior Research Scholar; Director, Asia for Educators; Director, Columbia University National Coordinating Site of the National Consortium for Teaching about Asia****Department and Tenure Status:** Asia for Educators, Columbia University, not tenured**Education:** B.A., Smith College (1967); M.A., Teachers College, Columbia University (1969); Certificate, Columbia University (1973); Ph.D., Columbia University, (1977)**Academic Experience:** Fordham University, Lecturer in Political Science, 1976-77; Director, Asia for Educators program, 1977-Present, Weatherhead East Asian Institute; Teachers College, Columbia University, Adjunct in Social Studies, 1992-2010.**Overseas Experience:** Taiwan, 1968-1969; Study group leader for teachers in China (1978-2013 periodic); Japan 1998, 2003, 2008; Academic study tour in Korea and Vietnam (2004)**Language Proficiencies:** Chinese (3); French (2) [5=near fluent; 1=beginner]**Language Pedagogy Training (if applicable):** N/A**Instructional Content Area Expertise:** 100%**Courses Taught:** None**Research and Training Specializations:** Study of Asia in New York state and beyond**# of Recent Publications:** None**Number of Dissertations and/or Theses Supervised in the Past Five Years:** None**Recent Recognitions/Awards/Honors:** Founding Director, National Consortium for Teaching about Asia (NCTA); Recipient, Ronald G. Knapp Award for Distinguished Service to Asian Studies in New York State; Recipient, Franklin Buchanan Prize (2000)

Appendix A.iii: Position Descriptions			
Position Title	Position Name	Projected Salary	Position Description
Executive Director, NRC	Kim Brandt	\$5,000/year	This individual will spend 5% of overall effort to oversee and manage the NRC project over the course of the four-year cycle. Compensation amount corresponds to percentage of effort.
Program Coordinator	Athina Fontenot	\$4,000/year	This individual will spend 6% of overall effort to coordinate events and lectures associated with the NRC project over the course of the four-year cycle. Compensation amount corresponds to percentage of effort.
K-12 Outreach and Publications Officer	Karen Kane	\$8,000/year	This individual will spend 8% of overall effort to develop and implement K-12 Outreach Program. Compensation corresponds to percentage of effort.
Principal Investigator, NRC	Eugenia Lean	\$0/year	There is no compensation associated with this position.
K-12 Outreach Program Director	Roberta Martin	\$23,000/year	This individual will spend 10% of overall effort to oversee and manage K-12 Outreach Program. Compensation amount corresponds to percentage of effort.
Korean Politics Adjunct Instructor	Stephen Noerper	\$4,500/year	50% of standard rate for Adjunct Professor in SIPA. This individual provides unique and essential insight into Korean Politics, an area of significant importance to current national security and foreign affairs.
China's New Marketplace Adjunct Instructor	Daniel Rosen	\$5,000/year	50% of standard rate for Adjunct Professor in the School of Arts and Sciences. This individual provides unique and essential insight into China's role in the current world marketplace, an area of great importance due to new questions surrounding trade U.S. trade with China.
Advanced Business Chinese Textbook Creator	TBD	\$5,000/year	This sum will be used to pay various Chinese language lecturers for their contributions to the Advanced Business Chinese Textbook. Such an undertaking requires input from a variety of lecturers within the department and will include valuable insight from these individuals.
Chinese Economic Development Adjunct Instructor	TBD	\$5,000/year	50% of standard rate for Adjunct Professor in the School of Arts and Sciences. This individual will fill a critical gap in current course offerings on Contemporary China and provide insight into China's economic rise over the past three decades.

Contemporary China in the World Postdoctoral Research Scholar	TBD	\$25,000/year	This individual will spend 46% of overall effort in years 2-4 to teach courses and offer public events addressing "Contemporary China in the World." Compensation amount corresponds to percentage of effort.
East Asia NRC Web Assistant	TBD	\$4,000/year	Standard Center rate of \$20/hour for student work, for 200 hours each year. This individual will assist with the development and posting of new content to Center webpages, as well as site maintenance on a continual basis.
Japanese Language Teaching Material Creator	TBD	\$5,000/year	This sum will be used to pay various Japanese language lecturers for their contributions to the creation of Japanese Language Teaching Materials. Such an undertaking requires input from a variety of lecturers within the department and will include valuable insight from these individuals.
K-12 Outreach Assistant, Book Prize	TBD	\$2,500/year	Standard Center rate of \$20/hour for student work, for 125 hours each year. This individual will help to manage the Freeman Book Award program, which recognizes quality books for children and young adults that contribute meaningfully to an understanding of East Asia.
Modern Tibet Web Assistant	TBD	\$4,000/year	Standard Center rate of \$20/hour for student work, for 200 hours each year. This individual will assist with translation, development, and posting of Tibet-related content to Center webpages.
Modern Tibetan Studies Program Coordinator	TBD	\$30,000/year	This individual will spend 46% of overall effort in years 2-4 to oversee and manage Modern Tibetan Studies program. Compensation amount corresponds to percentage of effort.
Social Work in East Asia Graduate Teaching Assistant	TBD	\$2,400/year	Standard Center rate of \$20/hour for student work, for 120 hours each year. This individual will assist faculty in developing course materials and grading papers.
Tibetan Language 3rd Year Textbook Assistant	TBD	\$2,400/year	Standard Center rate of \$20/hour for student work, for 120 hours each year. This individual will assist faculty members with the collection and processing of materials for a Tibetan language textbook.
Universal Pre- and Post-Testing Designer	TBD	\$2,000/year	Standard Center rate of \$20/hour for student work, for 100 hours in year 1. This individual will help design updated pre- and post-testing modules.
Universal Pre- and Post-Testing Web Technicians	TBD	\$1,000/year	Standard Center rate of \$20/hour for student work, for 50 hours in years 2-4. This individual will perform routine maintenance on the digital system to ensure optimal system performance.

APPENDIX B

Course List

APPENDIX B: EAST ASIA COURSES AT COLUMBIA UNIVERSITY

APPENDIX B.i: COURSE LIST

Courses Offered in 2016-2017, 2017-2018, and projected offerings for 2018-2019

Disciplines in alphabetical order, courses in numeric order:

Anthropology.....	1	Japanese.....	17
Architecture.....	2	Korean.....	20
Art History.....	3	Tibetan.....	21
Business and Economics.....	4	Vietnamese.....	21
History.....	5	Law.....	22
Interdisciplinary.....	9	Literature.....	22
International Affairs.....	13	Music.....	24
Journalism.....	13	Political Science.....	24
Language.....	14	Religion.....	25
Cantonese.....	14	Social Work.....	27
Chinese.....	14	Sociology.....	28
Filipino.....	17	Teaching.....	28
Indonesian.....	17		

APPENDIX B.ii: CONTENT ELABORATION

Course descriptions for titles that do not explicitly convey area/international studies content

Disciplines in alphabetical order, courses in numeric order:

Anthropology.....	29	COCI UN1101.....	34
UN3888.....	29	HRTS UN3001.....	34
UN3465.....	29	INSM UN3921.....	34
UN3947.....	29	EAAS GR6990.....	34
GU4031.....	30	EAAS GR6991.....	35
GR6070.....	30	EARS GR6220.....	35
Architecture.....	30	EARS GR6221.....	35
A4890.....	30	WRIT AW6610.....	35
Art History.....	31	International Affairs.....	35
HUMA UN1121.....	31	REGN U6374.....	35
UN2309.....	31	REGN U6796.....	35
GU4646.....	31	Music.....	36
GR8028.....	32	GU4468.....	36
Business and Economics	32	Political Science.....	36
B7223.....	32	BC3801.....	36
History.....	32	Social Work.....	37
BC3514.....	32	T6009, Sec. 1.....	37
GR8930.....	33	T6009, Sec. 2.....	37
GR8988.....	33	Sociology	37
Interdisciplinary.....	33	UN3981.....	37
CGTH UN3401.....	33	Teaching.....	37
CGTH UN3402.....	34	EDPE 4056.....	37

				2016-2017 Course Offerings and Enrollments				2017-2018 Course Offerings	2018-2019 Course Offerings (Projected)	NRC FUNDED
COURSE NUMBER	SECTION	COURSE TITLE	PTS	UG	GR	OT	TOTAL			
<u>ANTHROPOLOGY</u>										
<i>UNDERGRADUATE</i>										
ANTH UN2003	1	SOCIAL DYNAMICS IN INNER ASIA	3	2	3	0	5			
ANTH UN2004	1	INNER ASIA: STATES, TRIBES, & BAZAARS	3	7	0	0	7			
ANTH UN2015	1	CHINESE SOCIETY	3					X		
ANTH UN3035	1	RELIGION IN CHINESE SOCIETY	3	2	0	0	2			
ANTH UN3888	1	ECOCRITICISM FOR THE END TIMES (50% East Asia Content)	4	18	0	0	18	X		
ANTH UN3465	1	WOMEN AND GENDER POLITICS IN THE MUSLIM WORLD (50% East Asia Content)	4						X	
ANTH UN3912	1	ETHNOGRAPHIC CHINA	4	5	0	0	5			
ANTH UN3939	1	ANIME EFFECT: JAPANESE MEDIA	4	13	0	0	13	X		
ANTH UN3947	1	TEXT, MAGIC, PERFORMANCE (25% East Asia Content)	4					X	X	
<i>UNDERGRADUATE/GRADUATE</i>										

ANTH GU4031	1	MONEY ON THE SILK ROAD (75% East Asia Content)	4	4	0	0	4			
ANTH GU4407	1	MASS VIOLENCE AND ITS AFTERMATHS IN SOUTHEAST ASIA	4					X		
<i>GRADUATE</i>										
ANTH GR6070	1	MAKING ETHNOGRAPHY: METHOD & WRITING (50% East Asia Content)	3						X	
ANTH GR8494	1	SEMINAR ON LATE IMPERIAL CHINA	3	0	4	0	4			
ANTH GR8498	1	MODERN CHINA	3					X		
ANTH GR8499	1	SEMINAR ON MODERN TAIWAN	3	4	3	0	7			
<u>ARCHITECTURE</u>										
<i>GRADUATE</i>										
ARCH A4390	1	GREATS: CHINA'S BIG PROJECTS 1949-1980	3					X		
ARCH A4575	1	CITY & COUNTRYSIDE IN CHINA	3	0	8	1	9			
ARCH A4620	1	BUILDING CHINA MODERN	3	0	2	3	5	X	X	
ARCH A4890	1	CONFLICT URBANISM (50% East Asia Content)	3	0	8	3	11			
ARCH A6526	1	CHINESE URBANISM IN GLOBAL CONTEXT	3	0	23	2	25	X	X	
PLAN A6911	1	HONG KONG AS PALIMPSEST: TRANSIT-INDUCED REDEVELOPMENT	6					X	X	

<u>ART HISTORY</u>										
<i>UNDERGRADUATE</i>										
AHIS BC3688	1	JAPANESE PHOTOGRAPHY	3	51	0	0	51		X	
AHIS BC3950	1	PHOTOGRAPHY AND VIDEO IN ASIA	4	18	0	0	18	X		
AHIS BC3990	1	JAPANESE PRINTS	4					X		
AHIS UN2309	1	EARLY MODERN ARCHITECTURE (1550-1799) (25% East Asia Content)	3					X	X	
AHIS UN2600	1	THE ARTS OF CHINA	3					X		
AHIS UN2601	1	THE ARTS OF JAPAN	3	41	0	0	41		X	
AHIS UN2604	1	ARTS OF CHINA, JAPAN, & KOREA	3					X		
AHIS UN3602	1	DEATH AND THE AFTERLIFE IN EAST ASIAN BUDDHIST ART	4					X		
AHIS UN3608	1	CONTEMPORARY JAPANESE ART	4						X	
HUMA UN1121	1	MASTERPIECES OF WESTERN ART (25% East Asia Content)	3	18	0	0	18	X	X	
<i>UNDERGRADUATE/GRADUATE</i>										
AHIS GU4061	1	EAST ASIAN INK PAINTING	3	4	3	0	7			
AHIS GU4410	1	MODERN JAPANESE ARCHITECTURE	4					X		
AHIS GU4561	1	CERAMIC ARTS OF KOREA & JAPAN	3	3	7	0	10			
AHIS GU4566	1	STREAMS & MOUNTAINS: THE ART OF LANDSCAPE PAINTING IN CHINA	4					X		

AHIS GU4646	1	FOUCAULT AND THE ARTS (25% East Asia Content)	4	3	15	1	19		X	
AHIS GU4676	1	HISTORY OF CHINESE ART IN TEN OBJECTS FROM THE MET	4						X	
<i>GRADUATE</i>										
AHIS GR8028	1	CHANGING FACES: PORTRAITURE IN AFRICA, ASIA, THE NEAR EAST, AND BEYOND (25% East Asia Content)	4						X	
AHIS GR8105	1	CHINESE ART UNDER THE MONGOLS	4						X	
AHIS GR8128	1	EDO PERIOD PAINTING	4					X		
AHIS GR8401	1	RHETORIC OF THE AVANT-GARDE IN JAPAN	4					X		
AHIS GR8600	1	CHINESE PAINTING	4	0	5	0	5			
AHIS GR8604	1	JAPANESE PHOTOGRAPHY	4						X	
AHIS GR8606	1	JAPANESE ARCHITECTURE	4					X		
AHIS GR8609	1	CALLIGRAPHY IN EAST ASIA	4					X		
<u>BUSINESS AND ECONOMICS</u>										
<i>UNDERGRADUATE/GRADUATE</i>										
ECON GU4325	1	ECONOMIC DEVELOPMENT OF JAPAN	3	80	0	0	80	X	X	
REGN U4845	1	CHINESE ECONOMY	3	1	12	2	15			

REGN U4850	1	EAST ASIA: FINANCIAL INSTITUTIONS & ECONOMIC GROWTH	3	0	10	6	16			
<i>GRADUATE</i>										
EMBA B7223	1	GLOBALIZATION & MARKETS & AND THE CHANGING ECONOMIC LANDSCAPE (25% East Asia Content)	3	0	12	0	0			
FINC B8365	1	NAVIGATING CHINA: WORLD'S 2ND LARGEST ECONOMY	3	0	26	0	26	X	X	
FINC B8724	1	GLOBAL IMMERSION: DOING BUSINESS IN MYANMAR	3	0	12	0	12			
INAF U6653	1	HIGHER EDUCATION, POLICY, AND DEVELOPMENT IN ASIA	3	0	12	0	12			
INAF U8685	1	ASIAN FINANCIAL MARKETS	3	0	24	1	25	X	X	
INAF U8686	1	JAPANESE ECONOMY: MARKETS AND ECONOMIC POLICY	3	0	13	1	14	X	X	
REGN U6629	1	CHINESE FINANCIAL MARKETS	3	1	21	2	24			
REGN U6845	1	THE CHINESE ECONOMY	3	3	10	7	20			
REGN U8600	1	CHINA'S NEW MARKETPLACE	3	0	15	1	16		X	X
REGN U8600	1	CHINA'S RISE & THE WORLD ECONOMY	3					X	X	
<u>HISTORY</u>										
<i>UNDERGRADUATE</i>										
EAAS UN3863	1	THE HISTORY OF MODERN KOREA	4					X	X	

HIST BC2861	1	CHINESE CULTURAL HISTORY	3					X		
HIST BC2865	1	GENDER AND POWER IN CHINA	3	63	0	0	63			
HIST BC3514	1	HISTORICAL APPROACHES TO FEMINIST QUESTIONS (50% East Asia Content)	4	23	0	0	23			
HIST UN2580	1	HISTORY OF U.S.-EAST ASIA RELATIONS	4					X	X	
HIST UN2881	1	VIETNAM IN THE WORLD	4					X		
HIST UN3225	1	ASIATIC RUSSIA: EMPIRE & STATE (25% East Asia Content)	4					X		
HIST UN3866	1	WARS FOR INDOCHINA	4					X		
HSEA UN2444	1	THE VIETNAM WAR	4					X		
HSEA UN3871	1	MODERN JAPAN: IMAGES AND WORDS	3	11	2	1	14			
HSEA UN3898	1	THE MONGOLS IN HISTORY	3	21	0	0	21	X	X	
<i>UNDERGRADUATE/GRADUATE</i>										
HIST GU4235	1	CENTRAL ASIA: IMPERIAL LEGACIES	4						X	
HIST XXXX	1	CHINA IN 13 OBJECTS	4						X	
HSEA GU4027	1	ISSUES IN EARLY CHINESE CIVILIZATION	4					X	X	
HSEA GU4030	1	COLONIAL & POST-COLONIAL KOREA	4	7	7	2	16			
HSEA GU4110	1	HISTORIES OF SCIENCE AND TECHNOLOGY IN EAST ASIA	4					X		
HSEA GU4220	1	ISLAM IN CHINA & INNER ASIA	4	2	5	1	8			
HSEA GU4230	1	EMPIRES & MIGRATION IN THE PACIFIC WORLD	4	3	2	1	6			
HSEA GU4232	1	EMPIRES IN THE FORMATION OF	4	8	3	0	11	X		

		MODERN EAST ASIA, 1700-1950								
HSEA GU4234	1	HISTORY OF POLITICAL THOUGHT IN MODERN EAST ASIA	4					X		
HSEA GU4410	1	THE U.S., ASIA, & THE HISTORY OF INTERNATIONAL DEVELOPMENT, 1898-PRESENT	4	6	1	0	7			
HSEA GU4700	1	RISE OF MODERN TIBET: HISTORY AND SOCIETY, 1600-1913	4	7	10	1	18		X	
HSEA GU4710	1	THE WOMAN QUESTION IN MODERN CHINA	4	3	6	0	9			
HSEA GU4712	1	LOCAL HISTORY IN TIBET	4						X	
HSEA GU4720	1	20TH CENTURY TIBETAN HISTORY	3	3	5	0	8			
EAAS GU4725	1	TIBETAN VISUAL & MATERIAL HISTORY	4						X	
HSEA GU4812	1	TIBET: BORDERLANDS & FRONTIERS	4	1	7	0	8			
HSEA GU4842	1	EAST ASIA IN THE LONG COLD WAR	4	3	2	0	5			
HSEA GU4844	1	GLOBAL HONG KONG	4	1	3	1	5	X		
HSEA GU4847	1	MODERN JAPAN	4					X	X	
HSEA GU4860	1	CULTURE AND SOCIETY OF CHOSON KOREA	4						X	
HSEA GU4880	1	HISTORY OF MODERN CHINA I	3	32	12	2	46	X	X	
HSEA GU4881	1	GODS, GHOSTS, AND ANCESTORS: CULTURAL HISTORY OF CHINESE RELIGION	4	2	10	0	12		X	
HSEA GU4882	1	HISTORY OF MODERN CHINA II	3	17	8	0	25	X	X	
HSEA GU4884	1	MERCHANTS, MARKETS, AND MODERNITY - CHINA	4	11	7	0	18			
HSEA GU4888	1	WOMEN & GENDER IN KOREAN HISTORY	4	14	5	0	19		X	
HSEA GU4893	1	THE FAMILY IN CHINESE HISTORY	4					X		

<i>GRADUATE</i>										
EAAS G6200	1	M.A. WORKSHOP IN EAST ASIAN HISTORY	4	0	10	0	10	X		
EAAS G8861	1	COLLOQUIUM ON KOREAN HISTORY TO 1900	4						X	
HIST GR6998	1	HISTORY OF U.S.-EAST ASIA RELATIONS	4					X	X	
HIST GR6998	1	THE HISTORY OF MODERN KOREA	4					X	X	
HIST GR8300	1	SOURCES FOR MODERN TIBETAN HISTORY	4					X		
HIST GR8839	1	COLLOQUIUM ON MODERN JAPANESE HISTORY	4	1	8	0	9			
HIST GR8930	1	APPROACHES TO INTERNATIONAL AND GLOBAL HISTORY (25% East Asia Content)	4	0	15	0	15	X	X	
HIST GR8988	1	GEOPOLITICS (25% East Asia Content)	4						X	
HSEA GR6100	1	RULING INNER ASIA FROM BEIJING	4						X	
HSEA GR6009	1	COLLOQUIUM ON EARLY MODERN JAPAN: CONSTRUCTING JAPANESE MASCULINITY	3	1	9	1	11		X	
HSEA GR6009	1	GRADUATE COLLOQUIUM ON EARLY MODERN JAPAN	3						X	
HSEA GR6510	1	CHINESE BIBLIOGRAPHY	4						X	
HSEA GR6860	1	BRONZES/BRONZE INSCRIPTIONS ANCIENT CHINA	4					X		
HSEA GR8060	1	SOURCES IN CHINESE HISTORY	4	0	14	0	14	X		
HSEA GR8862	1	MODERN KOREAN HISTORY	3					X		
HSEA GR8880	1	COLLOQUIUM ON MODERN CHINESE HISTORY	4						X	
HSEA GR8882	1	QING & REPUBLICAN ERA DOCUMENTS	4	0	12	0	12			
HSEA GR8883	1	TOPICS IN MIDDLE PERIOD CHINESE HISTORY: SUNG	4					X		

HSEA GR8883	1	TOPICS IN MIDDLE PERIOD CHINESE HISTORY: MING	4	1	14	0	15		X	
HSEA GR8883	1	TOPICS IN MIDDLE PERIOD CHINESE HISTORY: TANG	4						X	
HSEA GR8888	1	COLLOQUIUM IN CHINESE LEGAL HISTORY	4	0	8	0	8			
HSEA GR9860	1	SEMINAR ON KOREAN HISTORICAL TEXTS	4	0	6	0	6		X	
<u>INTERDISCIPLINARY</u>										
<u>UNDERGRADUATE</u>										
AHUM UN1400	1	COLLOQUIUM ON MAJOR TEXTS: EAST ASIA	4	11	0	0	11	X	X	
AHUM UN1400	2	COLLOQUIUM ON MAJOR TEXTS: EAST ASIA	4	12	0	0	12	X	X	
ASCE UN1002	1	INTRO TO MAJOR TOPICS: EAST ASIA	4					X	X	
ASCE UN1359	1	INTRO TO EAST ASIAN CIV: CHINA	4	53	0	0	53	X	X	
ASCE UN1361	1	INTRO TO EAST ASIAN CIV: JAPAN	4	54	0	0	54	X	X	
ASCE UN1365	1	INTRO TO EAST ASIAN CIV: TIBET	4	82	1	0	83	X	X	
ASCE UN1367	1	INTRO TO EAST ASIAN CIV: VIETNAM	4					X	X	
CGTH UN3401	1	SEMINAR IN GLOBAL THOUGHT: INQUIRIES INTO AN INTERCONNECTED WORLD (25% East Asian Content)	4					X	X	
CGTH UN3402	1	YOUTH IN AN INTERCONNECTED WORLD (25% East Asian Content)	4					X	X	
COCI UN1101	1	CONTEMPORARY WESTERN CIVILIZATION (25% East Asian Content)	4	21	0	0	21	X	X	
EAAS UN2342	1	MYTHOLOGY OF EAST ASIA	4	19	0	0	19			

EAAS UN3310	1	SOCIAL PROBLEMS IN CONTEMPORARY CHINA	3						X	
EAAS UN3119	1	THEATER OF CHINA & JAPAN	4						X	
EAAS UN3123	1	WOMEN IN EARLY MODERN CHINA AND JAPAN	4						X	
EAAS UN3217	1	KOREAN POPULAR CINEMA	4						X	
EAAS UN3230	1	LABOR, LOVE, AND LEISURE IN CHINA	4					X	X	
EAAS UN3313	1	INTRO TO CHINESE CINEMAS	4	24	2	0	26			
EAAS UN3322	1	EAST ASIAN CINEMA	4	24	0	0	24	X	X	
EAAS UN3338	1	CULTURAL HISTORY OF JAPANESE MONSTERS	3	9	0	0	9			
EAAS UN3343	1	CONTEMPORARY JAPANESE CINEMA AND MEDIA CULTURE	4						X	
EAAS UN3412	1	CONFLICT AND CULTURE IN KOREAN HISTORY	4	17	0	0	17			
EAAS UN3841	1	THE SUPERNATURAL IN EAST ASIA	4	3	0	0	3			
EAAS UN3842	1	MODERN KOREA: INSIDE OUT	4	12	1	0	13			
EAAS UN3843	1	CULTURE OF FOOD/HEALTH IN JAPAN	4	11	0	0	11			
EAAS UN3844	1	CULTURE, MENTAL HEALTH, AND HEALING IN EAST ASIA	3	21	0	0	21		X	
EAAS UN3927	1	CHINA IN THE MODERN WORLD	3	19	0	0	19			
EAAS UN3932	1	REVOLUTION IN MODERN CHINA	4					X		
EAAS UN3936	1	READING THE CITY IN EARLY MODERN JAPAN	4					X		
EAAS UN3937	1	TRANSNATIONAL WORLD/MODERN KOREAN CULTURE	4						X	
EAAS UN3990	1	APPROACHES TO EAST ASIAN STUDIES	4	31	0	0	31	X	X	
EAAS UN3999	1	RESEARCH IN EAST ASIAN STUDIES	2	9	0	0	9	X	X	
HRTS UN3001	1	INTRODUCTION TO HUMAN RIGHTS (25% East Asian Content)	3	137	0	0	137	X	X	

APPENDIX B: EAST ASIA COURSES AT COLUMBIA UNIVERSITY – COURSE LIST

PR Award # P015A180086

INSM UN3921	1	NOBILITY AND CIVILITY II (25% East Asian Content)	4	15	0	0	15	X	X	
<i>UNDERGRADUATE/GRADUATE</i>										
EAAS GU4022	1	JAPANESE BUDDHIST VISUAL CULTURE	3					X	X	
EAAS GU4027	1	DISABILITY IN EAST ASIA & BEYOND	4					X		
EAAS GU4102	1	CRITICAL APPROACHES TO EAST ASIA	4	5	4	0	9			
EAAS GU4102	1	CRITICAL APPROACHES TO EAST ASIAN SOCIAL SCIENCES	4					X		
EAAS GU4118	1	TOPICS IN JAPANESE CINEMA	4	15	0	1	16			
EAAS GU4122	1	JAPANESE NEW WAVE AND CINEMATIC MODERNISM	4						X	
EAAS GU4160	1	CULTURES IN COLONIAL KOREA	3					X		
EAAS GU4202	1	THE DEAD IN ANCIENT CHINA	4	11	0	0	11			
EAAS GU4226	1	GENDER, CLASS, REAL ESTATE - CHINA	4	8	6	0	14			
EAAS GU4244	1	CHINESE INTERNET CULTURE	4					X	X	
EAAS GU4272	1	REMAKING JAPAN: HOLLYWOOD AND JAPANESE FILM	4					X		
EAAS GU4277	1	JAPANESE ANIME & BEYOND	4					X		
EAAS GU4360	1	KUROSAWA SEMINAR	3					X		
EAAS GU4545	1	CULTURE & ART IN CONTEMPORARY TIBET	4	10	3	0	13			
EAAS GU4557	1	FILM AND TV IN TIBET-INNER ASIA	4					X		
EAAS GU4561	1	STUDYING CLOSED SOCIETIES: TIBET, XINJIANG, AND CHINA'S SOCIALIST NEIGHBORS	4	3	5	1	9			
EAAS GU4572	1	CHINESE DOCUMENTARY CINEMA	4	15	2	1	18	X		

EAAS GU4618	1	BIOGRAPHY & ORAL HISTORY IN MODERN TIBET	3					X		
EAAS GU4630	1	LOVE, POVERTY, AND REVOLUTION IN VIETNAM	4					X		
EAAS GU4710	1	THE WOMAN QUESTION IN MODERN CHINA	4	4	6	1	11			
EAAS GU4840	1	CHINA AND THE POLITICS OF DESIRE	4	12	0	0	12		X	
EAAS GU4XXX	1	ETHNOGRAPHIC TIBET	4						X	
<i>GRADUATE</i>										
EAAS GR6400	1	CRITICAL APPROACHES TO EAST ASIAN STUDIES	4	0	14	0	14	X		
EAAS GR6710	1	FROM REALITY TO DESIRE: TRANSFORMATION OF THE CONCEPT OF QING	4	2	6	0	8			
EAAS GR6990	1	M.A. THESIS WORKSHOP/RESEARCH (100% East Asia Content)	2	0	12	0	12	X	X	
EAAS GR6990	1	M.A. THESIS RESEARCH (100% East Asia Content)	2	0	4	0	4	X		
EAAS GR6991	1	M.A. THESIS WRITING (100% East Asia Content)	2	0	6	0	6	X	X	
EAAS GR6991	1	M.A. THESIS WRITING (100% East Asia Content)	2	0	11	0	11	X		
EAAS GR8220	1	VIRTUALITY & THE POSTHUMAN IN CONTEMPORARY KOREA	3					X		
EAAS GR8992	1	HISTORY OF CHINESE VISUAL CULTURE: MODERN & CONTEMPORARY MEDIA CULTURES	4	1	14	5	20			
EARS GR6220	1	MARSEA WORKSHOP I (100% East Asia Content)	4					X	X	
EARS GR6221	1	MARSEA WORKSHOP II (100% East Asia Content)	4					X	X	
WRIT AW6610	1	MASTER CLASS: DAILY LIFE (25% East Asia Content)	1.5					X		

<u>INTERNATIONAL AFFAIRS</u>										
<i>GRADUATE</i>										
INAF S6801	1	EAST ASIAN SECURITY (SUMMER)	3					X	X	
INAF U6430	1	EAST ASIAN SECURITY (AY)	3	0	24	0	24	X	X	
INAF U66547	1	INTERNATIONAL RELATIONS OF NORTHEAST ASIA	3	0	10	0	10		X	
INAF U6873	1	AMERICA AND ASIA: WAR, PEACE, TRADE, AND DIPLOMACY IN THE 20TH AND 21ST CENTURIES	3					X		
INAF U8147	1	NAVIGATING CHINA: WORLD'S 2ND LARGEST ECONOMY	3	0	20	1	21	X	X	
INAF U8346	1	STATE OWNED ENTERPRISES IN CHINA	2	0	14	0	14			
INAF U8621	1	U.S.-CHINA NEGOTIATION WORKSHOP	3	0	11	2	13	X	X	
REGN U6374	1	MAINSTREAMING GENDER IN GLOBAL AFFAIRS (50% East Asia Content)	3					X		
REGN U6266	1	HISTORY FOR FUTURE POLICYMAKERS- EAST ASIA	3						X	
REGN U6565	1	RUSSIA-CHINA: PAST, PRESENT, AND FUTURE	3					X		
REGN U6628	1	THE U.S. & THE WARS FOR VIETNAM	3					X		
REGN U6639	1	GENDER AND DEVELOPMENT IN SOUTHEAST ASIA	3	0	15	2	17	X		
REGN U6648	1	CHINA-INDIA: A BILATERAL RELATIONSHIP OF CONSEQUENCE	3	0	7	0	7			
REGN U6796	1	WAR AND CAPTIVITY (50% East Asia Content)	3	0	9	0	9			
<u>JOURNALISM</u>										

<i>GRADUATE</i>										
JOUR J6002	1	CHINA SEMINAR	6					X	X	
<u>LANGUAGE</u>										
<i>CANTONESE</i>										
CANT UN1101	1	ELEMENTARY CANTONESE I	4					X	X	
CANT UN1102	1	ELEMENTARY CANTONESE II	4					X	X	
CANT UN1201	1	INTERMEDIATE CANTONESE I	4					X	X	
CANT UN1202	1	INTERMEDIATE CANTONESE II	4					X	X	
<i>CHINESE</i>										
CHNS UN1010	1	INTRODUCTORY CHINESE A	2.5	3	1	0	4	X	X	
CHNS UN1011	2	INTRODUCTORY CHINESE B	2.5	13	1	0	14	X	X	
CHNS UN1101	1	FIRST YEAR CHINESE N I	5	11	2	0	13	X	X	
CHNS UN1101	2	FIRST YEAR CHINESE N I	5	13	2	0	15	X	X	
CHNS UN1101	3	FIRST YEAR CHINESE N I	5	12	0	1	13	X	X	
CHNS UN1101	4	FIRST YEAR CHINESE N I	5	9	0	1	10	X	X	
CHNS UN1101	5	FIRST YEAR CHINESE N I	5	13	0	1	14	X	X	
CHNS UN1101	6	FIRST YEAR CHINESE N I	5	3	1	1	5	X	X	
CHNS UN1102	1	FIRST YEAR CHINESE N II	5	10	0	0	10	X	X	
CHNS UN1102	2	FIRST YEAR CHINESE N II	5	14	2	0	16	X	X	

CHNS UN1102	3	FIRST YEAR CHINESE N II	5	3	0	1	4	X	X	
CHNS UN1102	4	FIRST YEAR CHINESE N II	5	12	0	1	13	X	X	
CHNS UN1102	5	FIRST YEAR CHINESE N II	5	13	1	0	14	X	X	
CHNS UN1102	6	FIRST YEAR CHINESE N II	5	6	2	0	8	X	X	
CHNS UN1111	1	FIRST YEAR CHINESE W I	5	5	0	0	5	X	X	
CHNS UN1111	2	FIRST YEAR CHINESE W I	5	9	0	1	10	X	X	
CHNS UN1112	1	FIRST YEAR CHINESE W II	5	9	0	0	9	X	X	
CHNS UN1112	2	FIRST YEAR CHINESE W II	5	8	0	2	10	X	X	
CHNS UN2201	1	SECOND YEAR CHINESE N I	5	8	1	0	9	X	X	
CHNS UN2201	2	SECOND YEAR CHINESE N I	5	21	0	0	21	X	X	
CHNS UN2201	3	SECOND YEAR CHINESE N I	5	7	2	0	9	X	X	
CHNS UN2201	4	SECOND YEAR CHINESE N I	5	15	1	2	18	X	X	
CHNS UN2201	5	SECOND YEAR CHINESE N I	5	6	0	1	7	X	X	
CHNS UN2202	1	SECOND YEAR CHINESE N II	5	11	0	2	13	X	X	
CHNS UN2202	2	SECOND YEAR CHINESE N II	5	19	0	0	19	X	X	
CHNS UN2202	3	SECOND YEAR CHINESE N II	5	9	2	0	11	X	X	
CHNS UN2202	4	SECOND YEAR CHINESE N II	5	10	1	0	11	X	X	
CHNS UN2202	5	SECOND YEAR CHINESE N II	5	8	1	0	9	X	X	
CHNS UN2202	6	SECOND YEAR CHINESE N II	5	14	0	2	16	X	X	
CHNS UN2221	1	SECOND YEAR CHINESE W I	5	18	1	0	19	X	X	
CHNS UN2222	1	SECOND YEAR CHINESE W II	5	18	1	0	19	X	X	
CHNS UN3003	1	THIRD YEAR CHINESE N I	5	4	1	1	6	X	X	

CHNS UN3003	2	THIRD YEAR CHINESE N I	5	13	0	0	13	X	X	
CHNS UN3003	3	THIRD YEAR CHINESE N I	5	11	0	1	12	X	X	
CHNS UN3003	4	THIRD YEAR CHINESE N I	5	13	0	0	13	X	X	
CHNS UN3003	5	THIRD YEAR CHINESE N I	5	6	0	1	7	X	X	
CHNS UN3004	1	THIRD YEAR CHINESE N II	5	4	0	0	4	X	X	
CHNS UN3005	1	THIRD YEAR CHINESE W I	5	11	0	1	12	X	X	
CHNS UN3006	1	THIRD YEAR CHINESE W II	5	11	0	2	13	X	X	
CHNS UN3013	1	BUSINESS CHINESE II	4	6	0	1	7		X	
CHNS GU4012	1	BUSINESS CHINESE I	4	6	1	1	8	X	X	
CHNS GU4014	1	MEDIA CHINESE I	4	9	0	0	9	X	X	
CHNS GU4015	1	FOURTH YEAR CHINESE I	4	7	1	0	8	X	X	
CHNS GU4015	2	FOURTH YEAR CHINESE I	4	9	3	0	12	X	X	
CHNS GU4015	1	MEDIA CHINESE II	4					X	X	
CHNS GU4016	1	FOURTH YEAR CHINESE II	4	5	0	1	6	X	X	
CHNS GU4016	2	FOURTH YEAR CHINESE II	4	11	3	1	15	X	X	
CHNS GU4019	1	HISTORY OF CHINESE LANGUAGE	3	12	3	0	15	X	X	
CHNS GU4107	1	FOURTH YEAR CHINESE ADV I	4						X	
CHNS GU4108	1	FOURTH YEAR CHINESE ADV II	4						X	
CHNS GU4301	1	INTRO TO CLASSICAL CHINESE I	3	7	6	0	13	X	X	
CHNS GU4301	1	CHINESE LINGUISTICS & PEDAGOGY	4						X	
CHNS GU4302	1	INTRO TO CLASSICAL CHINESE II	4	5	3	0	8	X	X	
CHNS GU4507	1	READINGS IN CLASSICAL CHINESE	4	3	4	2	9	X	X	

CHNS GU4516	1	FIFTH YEAR CHINESE I	4	4	3	0	7	X	X	
CHNS GU4518	1	FIFTH YEAR CHINESE II	4	7	3	0	10	X	X	
CHNS GU4904	1	ACQUISITION OF CHINESE AS A SECOND LANGUAGE	4	2	3	0	5	X	X	
CHNS GR5001	1	CHINESE LANGUAGE PEDAGOGY	4	0	3	0	3	X		
CHNS GR5013	1	SELECT READINGS: EARLY CHINESE MANUSCRIPTS	4						X	
CHNS GR8028	1	DIRECTED READINGS IN CHINESE	3	0	5	0	5		X	
FILIPINO										
FILI UN1101	1	ELEMENTARY FILIPINO	4					X	X	
FILI UN1102	1	ELEMENTARY FILIPINO II	4					X	X	
FILI UN2101	1	INTERMEDIATE FILIPINO	4					X	X	
FILI UN2102	1	INTERMEDIATE FILIPINO II	4					X	X	
INDONESIAN										
INDO UN1101	1	ELEMENTARY INDONESIAN	4	6	1	2	9	X	X	
INDO UN1102	1	ELEMENTARY INDONESIAN II	4	4	1	2	7	X	X	
INDO UN2101	1	INTERMEDIATE INDONESIAN	4	1	0	1	1	X	X	
INDO UN2102	1	INTERMEDIATE INDONESIAN II	4	3	1	1	5	X	X	
INDO UN3101	1	ADVANCED INDONESIAN	4						X	
INDO UN3336	1	ADVANCED INDONESIAN II	4						X	
JAPANESE										

JPNS UN1001	1	INTRODUCTORY JAPANESE A	2.5	14	1	0	15	X	X	
JPNS UN1001	2	INTRODUCTORY JAPANESE A	2.5	14	1	1	16	X	X	
JPNS UN1001	3	INTRODUCTORY JAPANESE A	2.5	15	1	0	16	X	X	
JPNS UN1001	4	INTRODUCTORY JAPANESE A	2.5	16	1	0	17	X	X	
JPNS UN1002	1	INTRODUCTORY JAPANESE B	2.5	8	8	0	16	X	X	
JPNS UN1002	2	INTRODUCTORY JAPANESE B	2.5	11	1	0	12	X	X	
JPNS UN1101	1	FIRST YEAR JAPANESE I	5	12	2	0	14	X	X	
JPNS UN1101	2	FIRST YEAR JAPANESE I	5	13	5	1	19	X	X	
JPNS UN1101	3	FIRST YEAR JAPANESE I	5	17	1	0	18	X	X	
JPNS UN1101	4	FIRST YEAR JAPANESE I	5	15	2	0	17	X	X	
JPNS UN1101	5	FIRST YEAR JAPANESE I	5	18	0	0	18	X	X	
JPNS UN1102	1	FIRST YEAR JAPANESE II	5	12	3	0	15	X	X	
JPNS UN1102	2	FIRST YEAR JAPANESE II	5	15	3	0	18	X	X	
JPNS UN1102	3	FIRST YEAR JAPANESE II	5	16	1	0	17	X	X	
JPNS UN1102	4	FIRST YEAR JAPANESE II	5	11	2	0	13	X	X	
JPNS UN1102	5	FIRST YEAR JAPANESE II	5	12	1	1	14	X	X	
JPNS UN2201	1	SECOND YEAR JAPANESE I	5	7	5	0	12	X	X	
JPNS UN2201	2	SECOND YEAR JAPANESE I	5	16	0	1	17	X	X	
JPNS UN2201	3	SECOND YEAR JAPANESE I	5	5	1	0	6	X	X	
JPNS UN2201	4	SECOND YEAR JAPANESE I	5	11	2	1	1	X	X	
JPNS UN2202	1	SECOND YEAR JAPANESE II	5	6	4	0	10	X	X	
JPNS UN2202	2	SECOND YEAR JAPANESE II	5	14	0	2	16	X	X	

JPNS UN2202	3	SECOND YEAR JAPANESE II	5	7	3	0	10	X	X	
JPNS UN2202	4	SECOND YEAR JAPANESE II	5	10	1	0	11	X	X	
JPNS UN3005	1	THIRD YEAR JAPANESE I	5	7	6	2	15	X	X	
JPNS UN3005	2	THIRD YEAR JAPANESE I (SCHLR)	5	11	4	1	16	X	X	
JPNS UN3006	1	THIRD YEAR JAPANESE II	5	9	5	2	16	X	X	
JPNS UN3006	2	THIRD YEAR JAPANESE II (SCHLR)	5	6	5	0	11	X	X	
JPNS GU4007	1	INTRO TO CLASSICAL JAPANESE (BUNGO I)	3	0	5	0	5	X	X	
JPNS GU4008	1	READINGS IN CLASSICAL JAPANESE (BUNGO II: FROM HEIAN TO MEIJI)	4	0	8	0	8		X	
JPNS GU4008	1	KUZUSHIJI & EARLY JAPANESE	4	0	4	0	4			
JPNS GU4017	1	FOURTH YEAR JAPANESE I	4	6	3	1	10	X	X	
JPNS GU4017	2	FOURTH YEAR JAPANESE I	4	3	3	0	6	X	X	
JPNS GU4018	1	FOURTH YEAR JAPANESE II	4	6	3	1	10	X	X	
JPNS GU4035	1	INTRODUCTION TO CLASSICAL JAPANESE	4						X	
JPNS GU4035	1	READING AND TRANSLATING MODERN JAPANESE FICTION	4					X		
JPNS GU4516	1	FIFTH YEAR JAPANESE I	4	2	4	2	8	X	X	
JPNS GU4517	1	FIFTH YEAR JAPANESE II	4	2	4	0	6	X	X	
JPNS GU4519	1	INTRO TO KANBUN	4	0	4	0	4		X	
JPNS GR6510	1	JAPAN BIBLIOGRAPHY	4	1	8	0	9			
JPNS GR8020	1	GRAD SEM IN MODERN JAPANESE LITERATURE	4	0	5	0	5	X	X	
JPNS GR8040	1	GRAD SEM-PREMODERN JAPANESE LITERATURE	4					X	X	
JPNS GR8040	1	CRITICAL ISSUES-PREMODERN JAPAN	4	0	7	0	7	X		

KOREAN										
KORN UN1001	1	INTRODUCTORY KOREAN A	2.5	8	5	1	14	X	X	
KORN UN1001	2	INTRODUCTORY KOREAN A	2.5	14	3	0	17	X	X	
KORN UN1001	1	ELEMENTARY KOREAN A	2.5	11	2	1	14	X	X	
KORN UN1001	2	ELEMENTARY KOREAN A	2.5	18	1	0	19	X	X	
KORN UN1001	3	ELEMENTARY KOREAN A	2.5	8	0	2	10	X	X	
KORN UN1002	1	INTRODUCTORY KOREAN B	2.5	5	0	0	5	X	X	
KORN UN1002	2	INTRODUCTORY KOREAN B	2.5	5	2	0	7	X	X	
KORN UN1002	1	ELEMENTARY KOREAN B	2.5	12	3	1	15	X	X	
KORN UN1101	1	FIRST YEAR KOREAN N I	5	14	2	0	16	X	X	
KORN UN1101	2	FIRST YEAR KOREAN I	5	12	0	1	13	X	X	
KORN UN1102	1	FIRST YEAR KOREAN N II	5	20	0	0	20	X	X	
KORN UN1102	2	FIRST YEAR KOREAN II	5	17	0	1	18	X	X	
KORN UN2201	1	SECOND YEAR KOREAN N I	5	9	0	0	9	X	X	
KORN UN2201	2	SECOND YEAR KOREAN I	5	17	2	0	19	X	X	
KORN UN2202	1	SECOND YEAR KOREAN N II	5	8	0	0	8	X	X	
KORN UN2202	2	SECOND YEAR KOREAN II	5	18	2	1	21	X	X	
KORN UN3005	1	THIRD YEAR KOREAN N I	5	3	0	0	3	X	X	
KORN UN3005	2	THIRD YEAR KOREAN I	5	6	0	0	6	X	X	
KORN UN3006	1	THIRD YEAR KOREAN N II	5	5	0	0	5	X	X	
KORN UN3006	2	THIRD YEAR KOREAN II	5	6	0	0	6	X	X	

KORN GU4105	1	FOURTH YEAR KOREAN I	4	5	1	0	6	X	X	
KORN GU4106	1	FOURTH YEAR KOREAN II	4	10	1	0	11	X	X	
KORN GU4511	1	FIFTH YEAR KOREAN I	4	5	2	0	7	X	X	
KORN GU4512	1	FIFTH YEAR KOREAN II	4	5	1	0	6	X	X	
TIBETAN										
TIBT UN1410	1	FIRST YEAR CLASSICAL TIBETAN I	4	2	1	0	3	X	X	
TIBT UN1411	1	FIRST YEAR CLASSICAL TIBETAN II	4	1	1	0	2	X	X	
TIBT UN1600	1	FIRST YEAR MODERN TIBETAN I	5	3	3	0	6	X	X	
TIBT UN1601	1	FIRST YEAR MODERN TIBETAN II	5	2	2	0	4	X	X	
TIBT UN2412	1	SECOND YEAR CLASSICAL TIBETAN I	4	0	3	0	3	X	X	
TIBT UN2413	1	SECOND YEAR CLASSICAL TIBETAN II	4	0	3	0	3	X	X	
TIBT UN2603	1	SECOND YEAR MODERN TIBETAN I	4	0	1	0	1	X	X	
TIBT UN2603	2	SECOND YEAR MODERN TIBETAN I	4	1	0	0	1	X	X	
TIBT UN2604	1	SECOND YEAR MODERN TIBETAN II	4	2	0	0	2	X	X	
TIBT UN3611	1	THIRD YEAR MODERN TIBETAN I	4	1	4	1	6	X	X	
TIBT UN3612	1	THIRD YEAR MODERN TIBETAN II	4	2	4	0	6	X	X	
VIETNAMESE										
VIET UN1XXX	1	FIRST YEAR VIETNAMESE I	5					X	X	
VIET UN1XXX	1	FIRST YEAR VIETNAMESE II	5					X	X	
VIET UN2XXX	1	SECOND YEAR VIETNAMESE II	5					X	X	

VIET UN2XXX	1	SECOND YEAR VIETNAMESE II	5					X	X	
<u>LAW</u>										
<i>GRADUATE</i>										
LAW L6271	1	STATE OWNED ENTERPRISES IN CHINA	2					X		
LAW L6271	1	LAW & LEGAL INSTITUTIONS IN CHINA	3	0	40	3	43	X	X	
LAW L6615	1	JOURNAL OF ASIAN LAW REVIEW	1	0	11	0	11	X	X	
LAW L8346	1	SOUTH CHINA SEA & INTERNATIONAL LAW	2	0	12	2	14			
LAW L8813	1	JAPANESE LAW, SOCIETY, AND ECONOMY	2	0	12	4	16	X	X	
LAW L9436	1	ADVANCED RESEARCH IN JAPANESE LAW	1	0	3	0	3		X	
LAW L9436	1	SOUTH KOREAN LEGAL SYSTEM IN THE GLOBAL ECONOMY	2	0	5	0	5	X	X	
LAW L9439	1	GEOPOLITICS OF LAW AND CONFLICT ON THE KOREAN PENINSULA	2	0	6	3	9	X	X	
<u>LITERATURE</u>										
<i>UNDERGRADUATE</i>										
EAAS UN3121	1	MINORITY LITERATURE IN MODERN CHINA	4						X	
EAAS UN3215	1	KOREAN LITERATURE AND FILM	4						X	

<i>UNDERGRADUATE/GRADUATE</i>										
EAAS GU4029	1	JING PING MEI IN A NEW LIGHT	4					X		
EAAS GU4031	1	HISTORY OF CHINESE LITERATURE	3	5	6	0	11			
EAAS GU4031	1	INTRO TO CHINESE LITERATURE	3					X		
EAAS GU4034	1	MODERN CHINESE LITERATURE: ECONOMIC IMAGINATION	4					X		
EAAS GU4127	1	POETRY IN BUDDHIST LITERATURE						X		
EAAS GU4232	1	TRAUMA & TESTIMONIAL NARRATIVE IN POST-MAO CHINESE LITERATURE	4	9	4	1	14		X	
EAAS GU4412	1	HISTORY OF WRITING IN COSMOPOLITAN EAST ASIA						X	X	
EAAS GU4520	1	KOREAN LITERATURE IN TRANSLATION							X	
EAAS GU4553	1	SURVEY OF TIBETAN LITERATURE	4					X		
EAAS GU4727	1	SOSEKI & WORLD LITERATURE	4	5	2	1	8			
EAAS GU4XXX	1	WRITING AND CULTURE OF PREMODERN KOREA							X	
<i>GRADUATE</i>										
EAAS GR8020	1	GRADUATE SEMINAR IN MODERN JAPANESE LITERATURE	4					X		
EAAS GR8030	1	PRE-MODERN CHINESE FICTION/DRAMA: FICTION & VISUALITY	4	1	14	1	16			
EAAS GR8035	1	LU XUN AND MODERN CHINA	4					X		
EAAS GR8042	1	CLASSICAL CHINESE POETRY	4	0	7	0	7		X	

EAAS GR9500	1	KOREAN LITERATURE AND COLONIAL MODERNITY	3	0	6	0	6		X	
CHNS GR9022	1	SEMINAR IN MODERN CHINESE LITERATURE	4	0	5	1	6	X		
<u>MUSIC</u>										
<i>UNDERGRADUATE</i>										
AHMM UN3320	1	MUSIC HUMANITIES - EAST ASIA/SOUTHEAST ASIA	3	16	0	0	16	X	X	
<i>UNDERGRADUATE/GRADUATE</i>										
MUSI GU4466	1	SOUND AND IMAGE IN MODERN EAST ASIAN MUSIC	4	15	1	0	16			
MUSI GU4468	1	TRANSPACIFIC MUSICOLOGY	4					X		
<u>POLITICAL SCIENCE</u>										
<i>UNDERGRADUATE</i>										
POLS BC3500	1	CHINESE POLITICAL ECONOMY	4	12	0	0	12			
POLS BC3801	1	POLITICS OF DEVELOPMENT (50% East Asia Content)	4	17	0	0	17	X	X	
POLS UN3961	1	INTERNATIONAL POLITICS SEMINAR: NORTH KOREA	4					X		

<i>UNDERGRADUATE/GRADUATE</i>										
POLS GU4405	1	INSURGENCIES AND CONFLICTS IN SOUTHEAST ASIA	4	9	7	2	18	X	X	
POLS GU4406	1	POLITICS IN CONTEMPORARY CHINA	4	9	4	1	14	X	X	
POLS GU4407	1	NINE THOUGHT TRENDS IN CHINA	4	13	5	1	19	X	X	
POLS GU4449	1	POLITICS AND JUSTICE IN SOUTHEAST ASIA	4						X	
POLS GU4472	1	POLITICAL TRANSITIONS IN SOUTHEAST ASIA	4					X		
POLS GU4472	1	JAPANESE POLITICS	4	0	5	3	8	X	X	
POLS GU4476	1	KOREAN POLITICS	4	8	4	1	13	X	X	X
POLS GU4871	1	CHINESE FOREIGN POLICY	4	139	16	5	160	X	X	
<i>GRADUATE</i>										
POLS GR6647	1	INTERNATIONAL RELATIONS OF NORTHEAST ASIA	3						X	
POLS GR8471	1	CHINESE POLITICS IN COMPARATIVE PERSPECTIVE	3	0	15	0	15	X	X	
POLS GR8870	1	U.S. RELATIONS WITH EAST ASIA	4	2	12	2	14	X	X	
<u>RELIGION</u>										
<i>UNDERGRADUATE</i>										

EARL UN3518	1	BUDDHISM AND EAST ASIAN MEDICAL CULTURES	3						X	
EARL UN3810	1	RELIGIOUS TRADITIONS IN KOREA	3	2	0	0	2			
RELI UN2005	1	BUDDHISM: INDO-TIBETAN	4					X		
RELI UN2307	1	CHINESE RELIGIOUS TRADITIONS	3	55	0	0	55			
RELI UN2308	1	INTRO TO EAST ASIAN BUDDHISM	3	159	0	0	159	X	X	
RELI UN2308	1	EAST ASIAN BUDDHISM	4	29	0	0	29			
RELI UN2405	1	CHINESE RELIGIOUS TRADITIONS							X	
RELI UN3511	1	TANTRA IN ASIA & THE WEST	3	126	1	0	127			
<i>UNDERGRADUATE/GRADUATE</i>										
EAAS GU4202	1	THE DEAD AND THEIR AFTER LIVES IN ANCIENT CHINA: CONCEPTIONS AND PRACTICES							X	
EAAS GU4XXX	1	PSYCHOANALYTIC PERSPECTIVES ON CULTURE AND RELIGION IN ASIA AND THE MIDDLE EAST							X	
EARL GU4010	1	BUDDHIST INSPIRATION IN 20TH CENTURY JAPAN	4					X		
EARL GU4022	1	JAPANESE BUDDHIST VISUAL CULTURE	3					X	X	
EARL GU4120	1	CHAN/ZEN BUDDHISM	4					X		
EARL GU4310	1	LIFE WRITING IN TIBETAN BUDDHIST LITERATURE	4					X		
EARL GU4312	1	TIBETAN SACRED SPACE IN COMPARATIVE CONTEXT	4					X		
EARL GU4320	1	BUDDHISM & KOREAN CULTURE	4	9	1	1	11		X	

EARL GU4322	1	PRACTICES AND RITUALS OF KOREAN BUDDHISM						X	X	
EARL GU4324	1	RELIGION AND POLITICS IN KOREA	4					X	X	
EARL GU4526	1	FOOD AND SEX IN PREMODERN CHINESE BUDDHISM	4					X		
EARL GU4611	1	LOTUS SUTRA - EAST ASIAN BUDDHISM	4	6	2	0	8		X	
RELI GU4307	1	BUDDHISM & DAOISM IN CHINA	4	1	7	0	8		X	
RELI GU4318	1	INTERPRETING BUDDHIST YOGA	4	12	1	0	13			
RELI GU4513	1	BUDDHISM & NEUROSCIENCE	4	13	5	1	19	X		
RELI GU4535	1	BUDDHIST CONTEMPLATIVE SCIENCES	4	18	2	0	20			
<i>GRADUATE</i>										
EARL GR6500	1	TOPICS IN EAST ASIAN BUDDHISM	4					X	X	
EARL GR9400	1	READINGS IN JAPANESE RELIGION	3	0	4	0	4			
RELI GR6340	1	CHINESE BUDDHIST STUDIES	3	0	7	0	7			
RELI GR9333	1	MAHAYANA BUDDHIST TEXT	3	0	5	0	5			
RELI GR9335	1	JAPANESE RELIGION	4						X	
RELI GR9631	1	BUDDHIST TEXTS	3	0	2	0	2	X		
<u>SOCIAL WORK</u>										
<i>GRADUATE</i>										
SOCW T6009	1	GLOBAL SOCIAL POLICY (75% East Asia Content)						X	X	

SOCW T6009	2	ADVANCED RESEARCH METHODS AND STATISTICS (50% East Asia Content)	3	0	14	0	14	X	X	
<u>SOCIOLOGY</u>										
<i>UNDERGRADUATE</i>										
SOCI UN3981	1	MIGRATION & DEVELOPMENT (25% East Asia Content)	4						X	
SOCI UN3982	1	SOCIAL & POLITICAL DEVELOPMENT IN CONTEMPORARY CHINA	4					X	X	
<i>UNDERGRADUATE/GRADUATE</i>										
SOCI UN4271	1	CONTEMPORARY CHINESE SOCIETY	4						X	
<u>TEACHING</u>										
<i>GRADUATE</i>										
EDPE 4056	1	MICROECONOMIC THEORY APPLICATIONS TO EDUCATION (25% East Asia Content)	4					X	X	
			<i>Totals:</i>	2992	1142	146	4281	291	285	2

COURSE NUMBER	COURSE TITLE, EAST ASIA CONTENT PERCENTAGE	INSTRUCTOR, DISCIPLINE, COUNTRY/REGION OF FOCUS	COURSE DESCRIPTION
ANTH UN3888	ECOCRITICISM FOR THE END TIMES (50% East Asia Content)	Marilyn Ivy <i>Anthropology (Japan)</i>	This seminar aims to show what anthropologically informed, ecocritical cultural studies can offer in this moment of intensifying ecological calamity. The course will not only engage significant works in anthropology, ecocriticism, philosophy, literature, politics, and aesthetics to think about the environment, it will also bring these works into engaged reflection on "living in the end times" (borrowing cultural critic Slavoj Žižek's phrase). The seminar will thus locate critical perspectives on the environment within the contemporary worldwide ecological crisis, emphasizing the ethnographic realities of global warming, debates on nuclear power and energy, and the place of nature. Drawing on the professor's long experience in Japan and current research on the aftermath of the Fukushima Daiichi nuclear power plant disaster, the seminar will also take care to unpack the notion of "end times," with its apocalyptic implications, through close considerations of works that take on the question of ecocatastrophe in our times. North American and European perspectives, as well as international ones (particularly ones drawn from East Asia), will give the course a global reach. <i>(50% of course content focuses on the Fukushima Daiichi nuclear power plant disaster in Japan and other sources from East Asia).</i>
ANTH UN3465	WOMEN AND GENDER POLITICS IN THE MUSLIM WORLD (50% East Asia Content)	Lila Abu-Lughod <i>Anthropology (Middle East)</i>	Practices like veiling that are central to Western images of women and Islam are also contested issues throughout the Muslim world. Examines debates about Islam and gender and explores the interplay of cultural, political, and economic factors in shaping women's lives in the Muslim world, from the Middle East to Southeast Asia. <i>(50% of course content focuses on Muslim women in Southeast Asia).</i>
ANTH UN3947	TEXT, MAGIC, PERFORMANCE (25% East Asia Content)	John Pemberton <i>Anthropology (Indonesia)</i>	This course pursues interconnections linking text and performance in light of magic, ritual, possession, narration, and related articulations of power. Readings are drawn from classic theoretical writings, colonial fiction, and ethnographic accounts with particular attention paid to Indonesia. Domains of inquiry include: spirit possession, trance states, séance, ritual performance, and related realms of cinematic projection, musical form, shadow theater, performative objects, and (other) things that

			<p>move on their own, compellingly. Key theoretical concerns are subjectivity - particularly, the conjuring up and displacement of self in the form of the first-person singular "I" - and the haunting power of repetition. Retraced throughout the course are the uncanny shadows of a fully possessed subject - within ritual contexts and within everyday life. (25% of course content focuses on performance in Indonesia).</p>
ANTH GU4031	MONEY ON THE SILK ROAD (75% East Asia Content)	Rune Steenberg Reyhé <i>Anthropology (Central Asia)</i>	<p>This course explores the varying meanings of money and the social practices related to it as well as the consequences of monetisation and financialisation, primarily in what is today Post-Soviet and Chinese Central Asia, from an anthropological perspective. Starting out from the theoretical fundament of gift exchange theory and economic anthropology we venture into anthropological debates on money, debt, value, finance, and development. Focus will be on contemporary Central Asia, but the historical developments and surrounding societies will also be comparatively dealt with in some detail. (75% of course content focuses on Chinese Central Asia).</p>
ANTH GR6070	MAKING ETHNOGRAPHY: METHOD & WRITING (50% East Asia Content)	Yasmin Cho <i>Anthropology (Tibet)</i>	<p>This course offers a hands-on introduction to key methods of ethnographic fieldwork while exploring both practical and critical questions raised by the production of ethnographic knowledge. A key case study will address political subjectivity, exploring the seemingly apolitical actions and endeavors of young Tibetan Buddhist nuns in China and addressing the idea of ethnographic fieldwork and writing as situated practices with powerful histories, rather than as neutral methodological tools. (50% of course content focuses on Tibet and China).</p>
ARCH A4890	CONFLICT URBANISM (50% East Asia Content)	Laura Kurgan <i>Architecture</i> Lydia Liu <i>Comparative Literature (China)</i>	<p>Students will work collaboratively to develop case studies exploring how languages in contact in and around New York City shape the communities and networks housed within. The results examine the relationship between language and surveillance, policing, transportation, and income as well as exploring linguistic communities, both diasporic and in-situ. (50% of course content focuses on case studies titled "Criminals with Camcorders: The Policing of Piracy in Chinatown" and "Indonesian Enclaves in New York: Blurring Territories.")</p>

HUMA UN1121	MASTERPIECES OF WESTERN ART (25% East Asia Content)	Robert Harrist <i>Art History (China)</i> Matthew McKelway <i>Art History (Japan)</i>	Not a historical survey but an analytical study of masterpieces, including originals available in the metropolitan area. The chief purpose is to acquaint students with the experience of a work of art. A series of topics in the development of Western art, selected to afford a sense of the range of expressive possibilities in painting, sculpture, and architecture, such as the Parthenon, the Gothic cathedral, and works of Michelangelo, Bruegel, Picasso, and others. (25% of course content focuses on the influence of East Asian art objects on Western art from the 18th century to the present).
AHIS UN2309	EARLY MODERN ARCHITECTURE (1550-1799) (25% East Asia Content)	Elonora Pistis <i>Art History (Europe)</i>	This course examines the history of early modern architecture from a European perspective outward. It starts with the time of Michelangelo and Palladio and ends in the late eighteenth century. It addresses a number of transhistorical principal issues and analytical approaches while focusing on a series of roughly chronological thematic studies. Travelling across courts, academies, streets, and buildings devoted to new institutions, this course examines the cultural, material, urban, social, and political dimensions of architecture, as well as temporal and geographic migrations of architectural knowledge. Topics will also include: the resurgence of interest in antiquity; the longue durée history of monuments; changes in building typology; the patronage and politics of architecture; technological developments and building practice; architectural theory, books, and the culture of print; the growth of capital cities; the creation of urban space and landscape; the formalization of architectural education; and the changing status of the architect. (25% of course content focuses on European conceptions of Asian culture and architecture in the 18th and 19th centuries).
AHIS GU4646	FOUCAULT AND THE ARTS (25% East Asia Content)	John Rajchman <i>Art History</i>	Michel Foucault was a great historian and critic who helped change the ways research and criticism are done today – a new ‘archivist’. At the same time, he was a philosopher. His research and criticism formed part of an attempt to work out a new picture of what it is to think, and think critically, in relation to Knowledge, Power, and Processes of Subjectivization. What was this picture of thought? How did the arts, in particular the visual arts, figure in it? How might they in turn give a new image of Foucault’s kind of critical thinking for us today? In this course, we explore these questions, in the company of Deleuze, Agamben, Rancière and other thinkers and in relation to questions of media,

			document and archive in the current 'regime of information.' (25% of course content focuses on Western art theory in relation to modernization of art practice in East Asia).
AHIS GR8028	CHANGING FACES: PORTRAITURE IN AFRICA, ASIA, THE NEAR EAST, AND BEYOND (25% East Asia Content)	Robert Harrist <i>Art History (China)</i>	This graduate seminar, taught collaboratively by Professors Bahrani, Dehejia, Harrist, Shalem, Strother, and visiting speakers will focus primarily on portraiture in various media outside the Western tradition. A basic issue the seminar will address is that of understanding how this genre was practiced in traditions with greatly varying concepts of representation, self-presentation, and identity. (25% of course content focuses on East Asian portraiture).
EMBA B7223	GLOBALIZATION & MARKETS & AND THE CHANGING ECONOMIC LANDSCAPE (25% East Asia Content)	Bruce Greenwald <i>Business</i> Joseph Stiglitz <i>Economics</i>	Recent years have seen closer integration of countries around the world, with increased flows of goods and services, capital and knowledge. There are two alternative views concerning globalization: one, reflected in the protest marches from Seattle to Genoa, argues that globalization has hurt the poor, has been bad for the environment and is governed by undemocratic institutions operating behind closed doors, advancing corporate and financial interests of the more developed countries. The other argues that globalization is the only means by which developing countries will be able to grow and eradicate poverty. This course tries to enhance understanding of these alternative perspectives. It analyzes the underlying forces that have led to globalization and identifies its effects, particularly in developing countries and when and why it has had the adverse effects that its critics claim and when and why it has had the positive effects that its proponents argue for. It also examines the need for international collective action, discusses the structure and conduct of international economic organizations and assesses the extent to which they are to be blamed for the failures of globalization or should take credit for its successes. The course ends with a discussion of alternative reforms of the global economic architecture. (25% of course content focuses on developed and developing countries in East and Southeast Asia).
HIST BC3514	HISTORICAL APPROACHES TO FEMINIST QUESTIONS (50% East Asia Content)	Dorothy Ko <i>History (China)</i>	This course provides students with a comparative perspective on gender, race, and sexuality by exploring historically specific and culturally distinct conditions in which these systems of power have operated across time and space. In particular, the course seeks to show how gender has not always been a binary or primary category system and how intimate

			practices have existed outside modern notions of sexuality. We also explore how race, gender, and sexuality as modern categories have intersected with one another in their construction of differences and hierarchies among humans. In making these inquiries, we pay special attention to strategic performances of identity by marginalized groups and to their collective struggles for change. <i>(50% of course content focuses on Chinese women and society).</i>
HIST GR8930	APPROACHES TO INTERNATIONAL AND GLOBAL HISTORY (25% East Asia Content)	Charles Armstrong <i>History (Korea)</i>	How do international and global perspectives shape conceptualization, research, and writing of history? Topics include approaches to comparative history and transnational processes, the relationship of local, regional, national, and global scales of analysis, and the problem of periodization when considered on a world scale. <i>(25% of course content focuses on East Asian history).</i>
HIST GR8988	GEOPOLITICS (25% East Asia Content)	Charles Armstrong <i>History (Korea)</i>	The term "geopolitics" and its cognates emerged at the very end of the nineteenth century in connection to new forms of nationalism and inter-imperialist competition in Europe and the world. Emphasizing the mutually constitutive relationship among power, place, and knowledge, geopolitics has most often been associated with a "realist" and state-centric approach to international relations, although recent decades have seen the rise of a critical geopolitics that includes a far wider range of social actors. This course is both a conceptual history of geopolitics as the term has been defined and applied over the last hundred years, as well as a critical survey of the changing relations among technology, state power, and spatiality in connection to strategies of global competition and conflict. The course includes an introduction to Global Imaging Systems in the second week. <i>(25% of course content focuses on geopolitics in Northeast Asia).</i>
CGTH UN3401	SEMINAR IN GLOBAL THOUGHT: INQUIRIES INTO AN INTERCONNECTED WORLD (25% East Asian Content)	Laura Neitzel <i>History (Japan)</i>	This course on global thought will consider the ways in which we think about, debate, and give meaning to the interconnected world in which we live. In thematically focused collaborative teams, students will examine how the flows of people, things and ideas across national borders both connect our world and create uneven consequences within and among communities. We will locate ourselves in these processes, suggesting we need go no further than our closets, tables, and street corners to consider the meanings of globalization and our roles in the world

			today. (25% of course content focuses on East Asia in the world).
CGTH UN3402	YOUTH IN AN INTERCONNECTED WORLD (25% East Asian Content)	Laura Neitzel <i>History (Japan)</i>	What does it mean to be 20 years old in our rapidly changing, interconnected world? There are more youth (aged 15-25) in the world today than at any other time in history, with the majority living in the developing world. They approach adulthood as the world confronts seismic shifts in the geopolitical order, in the nature and future of work, and in the ways we connect with each other, express identity, engage politically, and create communities of meaning. What unique challenges and opportunities confront young people after decades of neoliberal globalization? What issues are most pressing in developing nations experiencing a “youth bulge” and how do they compare to developed nations with rapidly aging populations? How do young people envision their futures and the future of the world they are inheriting? This course will examine recent scholarship while engaging the young people in the class to define the agenda and questions of the course, and to conduct their own research. (25% of course content focuses on youth in East Asia).
COCI UN1101	CONTEMPORARY WESTERN CIVILIZATION (25% East Asian Content)	Charles Armstrong <i>History (Korea)</i>	A study in the historical context of major contributions to the intellectual traditions that underpin contemporary civilization. Emphasis is on the history of political, social, and philosophical thought. (25% of course content focuses on comparison of Western canonical texts to East Asian thought).
HRTS UN3001	INTRODUCTION TO HUMAN RIGHTS (25% East Asian Content)	Andrew Nathan <i>Political Science (China)</i>	Evolution of the theory and content of human rights; the ideology and impact of human rights movements; national and international human rights law and institutions; their application with attention to universality within states, including the U.S., and internationally. (25% of course content focuses on human rights in East Asia, particularly China).
INSM UN3921	NOBILITY AND CIVILITY II (25% East Asian Content)	Rachel Chung <i>Music (China)</i>	A multicultural, interdisciplinary course examining traditions of leadership and citizenship as they appear in the key texts of early Indian, Islamic, Far Eastern, and Western civilizations. One goal is to identify and examine common human values and issues evident in these texts while also recognizing key cultural differences. (25% of course content focuses on East Asian texts).
EAAS GR6990	M.A. THESIS RESEARCH (100% East Asian Content)	EALAC Faculty	Thesis course for students in the M.A. in East Asian Languages and Cultures (EALAC) program. (100% of course content focuses on East Asian topics).

EAAS GR6991	M.A. THESIS WRITING (100% East Asian Content)	EALAC Faculty	Thesis course for students in the M.A. in East Asian Languages and Cultures (EALAC) program. <i>(100% of course content focuses on East Asian topics).</i>
EARS GR6220	MARSEA WORKSHOP I (100% East Asian Content)	Lisbeth Kim Brandt <i>History (Japan)</i>	This seminar represents the first half of a yearlong course designed for students in the M.A. in Regional Studies: East Asia (MARSEA) program. It offers an introduction to the social scientific study of East Asia, with special attention to China, Japan, the two Koreas, and Taiwan. With the aid of guest presentations by faculty and scholars affiliated with the Weatherhead East Asian Institute, we will explore critically some of the major conceptual and methodological concerns that inform social scientific scholarship in the region. A linked aim for the course is to support students as they choose and develop topics and research designs for their M.A. theses. To that end, the course includes sessions introducing key resources and tools for research, as well as collaborative workshops designed to help students frame and draft thesis proposals. <i>(100% of course content focuses on East Asian topics).</i>
EARS GR6221	MARSEA WORKSHOP II (100% East Asian Content)	Lisbeth Kim Brandt <i>History (Japan)</i>	This is the second half of a yearlong seminar for students in the M.A. in Regional Studies: East Asia (MARSEA) program. It is designed to help students develop key skills in social science research, and to support the thesis-writing process. <i>(100% of course content focuses on East Asian topics).</i>
WRIT AW6610	MASTER CLASS: DAILY LIFE (25% East Asian Content)	John Cotner <i>Writing</i>	Creative writing master class on writing about daily life. <i>(25% of course content focuses on the works of Edo-period Japanese poet Matsuo Basho).</i>
REGN U6374	MAINSTREAMING GENDER IN GLOBAL AFFAIRS (50% East Asia Content)	Kristy Kelly <i>Sociology (Vietnam)</i>	This course introduces students to gender mainstreaming, gender analysis, and intersectionality as theory and method, as well as the associated set of strategies, tools, and skills applicable to international and public policy contexts. Through a combination of empirical research, structural theorizing, social critique, and case studies, students will become acquainted with the global dimensions of feminist organizing and policy-making necessary for working in a variety of specialty policy fields such as education, public health, international finance, sustainable development, peace and security, organization management, and economic development. <i>(50% of course content focuses on Southeast Asian migrant women and domestic workers).</i>
REGN U6796	WAR AND CAPTIVITY	Sarah Kovner <i>History (Japan)</i>	As long as societies have gone to war, commanders have had to consider how

	(50% East Asia Content)		they will treat captives. It can be a factor at every stage of a struggle, from negotiations to avert war, tactics and strategy for winning, and post-conflict resolution. And long after the end of fighting, the experience of captivity can continue to shape how people recall and commemorate their history. This course examines how generations of lawmakers, diplomats, military commanders and activists have dealt with the problem of captivity. It will also explore the experience of the captives themselves, as well as their guards, including those guards who themselves were made prisoner after being accused of war crimes. Students will become familiar not just with different kinds of modern conflict, but also the different disciplinary methods for studying it, from sociology and political science to philosophy and international law. <i>(50% of course content focuses on Japan and Korea during and post-World War II).</i>
MUSI GU4468	TRANSPACIFIC MUSICOLOGY (100% East Asia Content)	Miki Kaneda <i>Music (Japan)</i>	What are the musical and political assumptions and implications behind terms such as “Western,” “non-Western,” “Asian,” “Western-classical,” and “Asian American” in contemporary music scholarship? Questioning the stakes of these designations, Transpacific Musicology examines processes of cultural exchange and circulation of Western music in locations typically designated as “non-Western.” Case studies primarily draw on scholarship related to Asia/Pacific/American cultural and geographic spaces. <i>(100% of course content focuses on East Asian contemporary music).</i>
POLS BC3801	POLITICS OF DEVELOPMENT (50% East Asia Content)	Xiaobo Lu <i>Political Science (China)</i>	This course aims to study political and social factors behind economic development and examine empirical cases of successes and failures in economic growth in order to understand the key features of development processes. In the last two centuries, some countries successfully achieved economic growth and development, while others failed to do so. Even in the post-WWII period, the world has witnessed the rise and decline of economies around the world. Why do nations succeed or fail in economic development? How do political institutions affect economic outcomes? What are the ways in which state and market interact and influence each other? Can democracy be considered a cause of development, an outgrowth of development, or neither and to what extent? How do external factors such as foreign aid encourage or discourage development? We will try to examine these questions by taking a historical-

			institutional and comparative approach and take a critical look at the role of political and other institutions by applying theoretical guidelines and empirical cases. <i>(50% of course content focuses on case studies from China, Japan, and Southeast Asia).</i>
SOCW T6009, SEC. 1	GLOBAL SOCIAL POLICY (75% East Asia Content)	Qin Gao <i>Social Work (China)</i>	This course provides a foundation for understanding global social problems and social policies; reviews the values and ethics debates rooted in these social problems and social policies; examines the political, economic, and social contexts for the development of these social problems and social policies; introduces the main types of social policies around the world that address common global challenges in aging, health care, education, housing, poverty, and inequality; uses selected countries and regions as examples to provide in-depth understanding and analysis; and explores roles of international organizations in promoting social policies and addressing global social problems. Students are also guided to evaluate the impacts and effectiveness of social policies, either in a single country or comparatively in the global context. <i>(75% of course content focuses on the welfare state in China).</i>
SOCW T6009, SEC. 2	ADVANCED RESEARCH METHODS AND STATISTICS (50% East Asia Content)	Qin Gao <i>Social Work (China)</i>	Students will formulate advanced research questions with a focus on social assistance and welfare in China. <i>(50% of course content focuses on social welfare issues in East Asia, particularly China).</i>
SOCI UN3981	MIGRATION & DEVELOPMENT (25% East Asia Content)	Yao Lu <i>Sociology (China)</i>	This course focuses on social stratification and inequality, with primary emphasis on (1) how migration intersects with sociopolitical processes to shape inequalities in receiving and origin societies, and (2) how social and demographic processes influence political development, especially in Chinese society. Students will seek to demonstrate how studies of migration and social phenomena in comparative context can inform and expand general theories that are largely drawn from experiences of dominant population groups and from Western societies. <i>(25% of course content focuses on case studies from China).</i>
EDPE 4056	MICROECONOMIC THEORY APPLICATIONS TO EDUCATION (25% East Asia Content)	Alex Eble <i>Teaching/Education (China)</i>	This course teaches students key perspectives on development and economic growth; the theoretical and empirical arguments linking education to economic growth; the main economic issues behind persistently low education levels in the developing world; the progress in raising these education levels being made through deliberate intervention and market responses; how students can become professionally involved in this progress; and a

			core set of empirical and theoretical skills useful in parsing these topics. (25% of course content focuses on the Chinese education system).
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APPENDIX C

Performance Measure Form

Appendix C: Performance Measure Forms

GOAL 1: Increase exposure of undergraduate and graduate students to career-specific Chinese language courses in business, medicine, and science/engineering as compared to the prior 4-year period.

1. ***Performance Measure 1: Increase by 10% the number of students completing advanced business Chinese language course by the end of project cycle.***
 - a. ***Activity 1:*** Newly develop 4th Year (advanced) Business Chinese textbook and supplemental teaching materials
 - i. **Data Indicator 1:** Number of textbooks and supplemental teaching materials developed
 1. ***Baseline & Targets:*** BL (0); T1 (0); T2(1); T3(2); T4(2)
***Frequency: Annually; Data Source: Center and Business School Records*
 - b. ***Activity 2:*** Promote and offer course on advanced Business Chinese language
 - i. **Data Indicator 1:** Number of courses offered on advanced business Chinese
 1. ***Baseline & Targets:*** BL (0); T1 (0); T2(1); T3(0); T4(1)
*** Frequency: Annually; Data Source: Center and Business School Records*
 - ii. **Data Indicator 2:** Number of students enrolled in course on advanced business Chinese
 1. ***Baseline & Targets:*** BL (0); T1 (0); T2(8); T3(1); T4(10)
*** Frequency: Annually; Data Source: Center and Business School Records*
2. ***Performance Measure 2: Increase by 10% the number of students completing medical Chinese language courses by the end of project cycle.***
 - a. ***Activity 1:*** Further develop/complete Chinese Language & Internship Study Abroad programs for medical students (including textbook, lesson plans, and syllabi)
 - i. **Data Indicator 1:** Number of textbooks, lesson plans, and syllabi developed
 1. ***Baseline & Targets:*** BL (0); T1 (0); T2(0); T3(2); T4(1)
***Frequency: Annually; Data Source: Center Records*
 - ii. **Data Indicator 2:** Number of students participating in program
 1. ***Baseline & Targets:*** BL (0); T1 (10); T2(10); T3(15); T4(20)
*** Frequency: Annually; Data Source: Center and Medical School Records*
3. ***Performance Measure 3: Increase by 10% the number of students completing engineering/science Chinese language courses by the end of project cycle.***
 - a. ***Activity 1:*** Further develop/complete Chinese Language & Internship Study Abroad programs for engineering/science students (including textbook, lesson plans, and syllabi)
 - i. **Data Indicator 1:** Number of textbooks, lesson plans, and syllabi developed
 1. ***Baseline & Targets:*** BL (0); T1 (0); T2(0); T3(2); T4(1)
***Frequency: Annually; Data Source: Center Records*
 - ii. **Data Indicator 2:** Number of students participating in program
 1. ***Baseline & Targets:*** BL (0); T1 (5); T2(5); T3(10); T4(12)
*** Frequency: Annually; Data Source: Center and Fu Foundation School of Engineering School Records*

GOAL 2: Increase number of materials and opportunities available to undergraduate and graduate students studying priority languages as compared to the prior 4-year period.

1. Performance Measure 1: Complete performance-based instructional textbooks in intermediate and advanced Modern Tibetan Language by the end of the project cycle.

- a. Activity 1: Develop new teaching materials and textbooks for intermediate and advanced modern Tibetan language
 - i. **Data Indicator 1:** Number of textbooks/lesson plans/syllabi developed for intermediate Modern Tibetan Language
 1. Baseline & Targets: BL (0); T1 (0); T2(3); T3(0); T4(0)
**Frequency: Annually; Data Source: Center Records
 - ii. **Data Indicator 2:** Number of textbooks/lesson plans/syllabi developed for advanced Modern Tibetan Language
 1. Baseline & Targets: BL (0); T1 (0); T2(0); T3(0); T4(3)
**Frequency: Annually; Data Source: Center Records

2. Performance Measure 2: Create and pilot new summer study abroad program for Tibetan language and culture by the end of project cycle.

- a. Activity 1: Visit China to create partnerships with local institutions and establish infrastructure for study abroad program
 - i. **Data Indicator 1:** Number of site visits to China to recruit partner institutions
 1. Baseline & Targets: BL (0); T1 (1); T2(1); T3(1); T4(0)
**Frequency: Annually; Data Source: Center Records
 - ii. **Data Indicator 2:** Number of partnerships established with local institutions
 1. Baseline & Targets: BL (0); T1 (1); T2(1); T3(1); T4(0)
**Frequency: Annually; Data Source: Center Records
- b. Activity 2: Promote and pilot summer study abroad program
 - i. **Data Indicator 1:** Number of study abroad programs launched
 1. Baseline & Targets: BL (0); T1 (0); T2(0); T3(0); T4(1)
**Frequency: Annually; Data Source: Center Records

3. Performance Measure 3: Increase by 50% the number of courses incorporating enhanced Japanese language teaching materials by the end of project cycle.

- a. Activity 1: Complete and publish new textbook, *Scholarly Reading in Japanese*
 - i. **Data Indicator 1:** Number of manuscripts developed
 1. Baseline & Targets: BL (0); T1 (0); T2(1); T3(0); T4(0)
**Frequency: Annually; Data Source: Center Records
 - ii. **Data Indicator 2:** Number of textbooks published
 1. Baseline & Targets: BL (0); T1 (0); T2(0); T3(0); T4(1)
**Frequency: Annually; Data Source: Center Records
 - iii. **Data Indicator 3:** Number of courses incorporating textbook
 1. Baseline & Targets: BL (0); T1 (0); T2(1); T3(1); T4(1)
**Frequency: Annually; Data Source: Center Records
- b. Activity 2: Develop new digital, audio visual, and other materials for all levels of Japanese language curriculum
 - i. **Data Indicator 1:** Number of workshops held on incorporating digital tools and approaches in language pedagogy
 1. Baseline & Targets: BL (0); T1 (1); T2(0); T3(0); T4(0)
**Frequency: Annually; Data Source: Center Records

- ii. **Data Indicator 2:** Number of new digital, audio visual, and other materials developed
 - 1. Baseline & Targets: BL (0); T1 (0); T2(2); T3(3); T4(5)
 **Frequency: Annually; Data Source: Center Records
- iii. **Data Indicator 3:** Number of courses incorporating new digital, audio visual, and other materials
 - 1. Baseline & Targets: BL (0); T1 (0); T2(5); T3(10); T4(10)
 ** Frequency: Annually; Data Source: Center Record

GOAL 3: Increase East Asia language and area studies learning opportunities for underserved populations (Title III & V Institutions and K-12) as compared to prior 4-year period.

1. **Performance Measure 1: Increase participation of Title III & V students in FLAS summer study by 50% by the end of program cycle.**
 - a. Activity 1: Promote FLAS Summer Scholarship opportunity to Title III & V Students
 - i. **Data Indicator 1:** Number of faculty members contacted to promote FLAS opportunity among their students
 - 1. Baseline & Targets: BL (0); T1 (3); T2(10); T3(10); T4(10)
 **Frequency: Annually; Data Source: Center Records
 - ii. **Data Indicator 2:** Number of applications received
 - 2. Baseline & Targets: BL (0); T1 (4); T2(4); T3(4); T4(4)
 **Frequency: Annually; Data Source: Center Records
 - iii. **Data Indicator 3:** Number of awardees from Title III & V Institutions
 - 3. Baseline & Targets: BL (0); T1 (1); T2(1); T3(1); T4(1)
 **Frequency: Annually; Data Source: Center Records
2. **Performance Measure 2: Increase lectures and programming marketed to students and faculty at Title III & V institutions by 10% by end of program cycle.**
 - a. Activity 1: Host Asia Pacific Lecture Series and post outputs (course modules, interviews, and videos) to web for use at Title III & V institutions
 - i. **Data Indicator 1:** Number of lectures hosted
 - 1. Baseline & Targets: BL (0); T1 (8); T2(8); T3(8); T4(8)
 **Frequency: Annually; Data Source: Center Records
 - ii. **Data Indicator 2:** Number of outputs posted (course modules, interviews, and videos)
 - 1. Baseline & Targets: BL (0); T1 (8); T2(8); T3(8); T4(8)
 **Frequency: Annually; Data Source: Center Records
 - b. Activity 2: Conduct outreach to Title III & V Institutions to promote lectures, course modules and other online outputs
 - i. **Data Indicator 1:** Number of faculty at Title III & V Institutions on regular Center email lists
 - 1. Baseline & Targets: BL (0); T1 (50); T2(60); T3(70); T4(85)
 **Frequency: Annually; Data Source: Center Records
3. **Performance Measure 3: Increase by 4 the number of collaborative activities with Title III & V Institutions.**
 - a. Activity 1: Collaborate with Hunter College to host and run two Chinese language speech contests for non-native speaking public high school students
 - i. **Data Indicator 1:** Number of contests held

1. **Baseline & Targets:** BL (0); T1 (1); T2(0); T3(1); T4(0)
****Frequency:** Annually; **Data Source:** Center Records and Hunter College Records
- b. **Activity 2:** Collaborate with Hunter College to host and run teacher training workshops on K-12 Chinese language instruction
 - i. **Data Indicator 1:** Number of workshops held
 1. **Baseline & Targets:** BL (0); T1 (0); T2(1); T3(0); T4(1)
****Frequency:** Annually; **Data Source:** Center Records and Hunter College Records
4. **Performance Measure 4: Expand K-12 pedagogical offerings by 10% by end of project cycle.**
 - a. **Activity 1:** Develop online and in-service K-12 teacher training courses
 - i. **Data Indicator 1:** Number of new online course modules
 1. **Baseline & Targets:** BL (0); T1 (5); T2(5); T3(5); T4(5)
****Frequency:** Annually; **Data Source:** Center Records and NCTA Records
 - ii. **Data Indicator 2:** Number of web apps modified for tablet use
 1. **Baseline & Targets:** BL (0); T1 (0); T2(2); T3(2); T4(2)
****Frequency:** Annually; **Data Source:** Center Records and NCTA Records

GOAL 4: Add new coursework and programming available to undergraduate and graduate students addressing “Contemporary China in the World”.

1. **Performance Measure 1: Develop four new multidisciplinary courses addressing “Contemporary China and the World” by end of project cycle.**
 - a. **Activity 1:** Develop and teach new courses on contemporary China in Columbia professional schools (e.g. School of Social Work, School of International and Public Affairs)
 - i. **Data Indicator 1:** Number of courses developed
 1. **Baseline & Targets:** BL (0); T1 (0); T2(1); T3(1); T4(0)
****Frequency:** Annually; **Data Source:** Center Records
 - b. **Activity 2:** Develop and teach new courses on contemporary Sino-Vietnamese and Sino-Tibetan topics in the School of Arts & Sciences, including undergraduate colleges
 - i. **Data Indicator 1:** Number of courses developed
 1. **Baseline & Targets:** BL (0); T1 (1); T2(1); T3(0); T4(0)
****Frequency:** Annually; **Data Source:** Center Records
2. **Performance Measure 2: Develop three extracurricular program offerings on “Contemporary China in the World” for students, faculty, and the public by end of project cycle.**
 - a. **Activity 1:** Develop and implement Sino-Vietnamese curricular workshop
 - i. **Data Indicator 1:** Number of workshops offered
 1. **Baseline & Targets:** BL (0); T1 (1); T2(0); T3(0); T4(0)
****Frequency:** Annually; **Data Source:** Center Records
 - b. **Activity 2:** Develop and implement Sino-Vietnamese lecture series
 - i. **Data Indicator 1:** Number of lectures offered
 1. **Baseline & Targets:** BL (0); T1 (0); T2(3); T3(3); T4(3)
****Frequency:** Annually; **Data Source:** Center Records
 - c. **Activity 3:** Develop and implement graduate student workshops on Chinese Urban Planning at the School of Architecture

- i. **Data Indicator 1:** Number of workshops offered
 - 1. Baseline & Targets: *BL (0); T1 (1); T2(1); T3(1); T4(1)*
***Frequency: Annually; Data Source: Center Records and Graduate School of Architecture, Planning, and Preservation Records*

APPENDIX D

Letters of Support

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

EXECUTIVE VICE PRESIDENT FOR ARTS AND SCIENCES

June 13, 2018

Ms. Cheryl Gibbs
Director, Advanced Training and Research Division
International and Foreign Language Education
U.S. Department of Education
Office of Postsecondary Education
400 Maryland Avenue, SW 3E245
Washington, D.C. 20202

Dear Ms. Gibbs:

I am pleased to write in full support of the Weatherhead East Asian Institute's (WEAI) proposal for the National Resource Centers (NRC) and Foreign Language and Area Studies Fellowships (FLAS) Programs.

Columbia University's commitment to education about East Asia began more than 100 years ago. In 1960, the East Asian National Resource Center was established with a mission to advance the quality and dissemination of knowledge about East Asia, to train experts on East Asia with the highest levels of language proficiency, to promote interdisciplinary collaborations on and with the region, and to provide educational outreach.

Falling under the auspices of the Arts and Sciences, the Center is a vibrant part of our intellectual home. Our 27 academic departments and 40 centers and institutes across five schools attract the world's leading scholars, writers, scientists, artists and life-long learners, among others, who further enrich and enliven the scholarly community of Columbia University and the Arts and Sciences. With 14 Nobel Laureates, 48 members of the National Academy of Sciences and 78 members of the American Academy of Arts and Sciences, our faculty is among the most recognized in the world. Collectively our intellectual community seeks to help advance the mission of our university to make significant original contributions to knowledge, advance the pursuit of learning and communicate that intellectual and moral heritage to successive generations of students.

Professors Madeleine Zelin, who led the Center so capably for 30 years, and Eugenia Lean, who will assume responsibility as Principal Investigator in this year's proposal, represent two stellar exemplars of our faculty's strength. In her second term as WEAI Director, Eugenia will be returning from leave as a 2017-18 member of the Institute for Advanced Study's School of Historical Studies. In December 2017 she also received funding from the National Endowment for the Humanities for her book project "A Chinese Man-of-Letters in an Age of Industrial Capitalism: Chen Diexian (1879-1940)," which examines the cultural and intellectual dimensions of industrialization by focusing on the practices and writings of polymath Chen Diexian, a professional writer/editor, science enthusiast, and pharmaceutical industrialist. She is highly respected on our campus as an esteemed scholar, educator, advisor, and administrator. Columbia University continues to expand our commitment to the study of East Asia by making exceptional faculty and language lecturer hires across the Arts and Sciences.

We know that a multi-disciplinary and comparative approach to the study of the region is key to producing a more complete conceptualization of the social, economic, political, and cultural impact of this dynamic part of the world. Title VI has a unique function in allowing us to identify important new directions and seed new initiatives. In the past, for example, it was central to our development of 5th year Korean language, modern Tibetan language, and now Vietnamese language, and our development of summer language programs and internships for students studying law, business, medicine and engineering. To this end, President Bollinger has prioritized University resources to focus on Contemporary China through faculty hires, fundraising initiatives, and programming. This effort builds on the strength of the programs Title VI has in part enabled and the leverage that being a Title VI center provides. The Center's proposal includes a post-doc request to focus on Contemporary China in the World, which will strengthen our real world engagement with the challenges and opportunities of China's increasing international profile.

The Center is a vital hub for East Asian activities and outreach at Columbia University. Continued NRC/FLAS funding will contribute invaluable to our collaborative effort to confront the challenges and opportunities emerging from this region.

Thank you for your longstanding support of its important work, and for your consideration in this next funding cycle.

Sincerely,



David Madigan
Executive Vice President and Dean of the Faculty of Arts and Sciences
Professor of Statistics

COLUMBIA UNIVERSITY

IN THE CITY OF NEW YORK

SCHOOL OF INTERNATIONAL AND PUBLIC AFFAIRS

June 13, 2018

Ms. Cheryl Gibbs
Director, Advanced Training and Research Division
International and Foreign Language Education
U.S. Department of Education
Office of Postsecondary Education
400 Maryland Avenue, SW 3E245
Washington, D.C. 20202

Dear Ms. Gibbs,

I am very pleased to write a letter in enthusiastic support of the Weatherhead East Asian Institute's application for the National Resource Centers Program and the FLAS Fellowships Program.

Currently serving as the Dean of the School of International and Public Affairs (SIPA) at Columbia, I have decades of experience in academia, government, international organizations and business. I have had a life-long involvement with Asia, am an expert in that region, and have been a longtime and active member of the Weatherhead East Asian Institute. Therefore, it is on the basis of deep familiarity with the intersections between East Asian studies and public affairs, particularly as they concern economic, trade and commercial policy, that I can attest to the great value of the work of the East Asian NRC at Columbia to date, and especially going forward.

I understand that the current NRC application emphasizes the theme of "Contemporary China in the World." This is a theme of urgent significance for all of us today and in coming years. While we have a growing body of valuable studies on the politics and economy of present-day China and its relations with other Asian nations, there remains a great need for the type of synthetic, contextualizing research that can help us to understand more fully what is happening in this very dynamic region of the world, and to form appropriate policies at the national, regional and international levels. The East Asian NRC at Columbia seeks federal support in order to generate precisely this type of research, to amplify and coordinate the work on East Asia-related themes already underway in different parts of the university (such as the professional schools as well as the Graduate School of Arts and Sciences), and to make the results of this collective endeavor widely available in useful and accessible forms.

As Dean of SIPA, I also have prioritized greater research on many areas of contemporary China and public policy and see collaboration with Weatherhead as an essential partner at the University. My own background is on both Japan and China, and I consider it one of the great strengths of the NRC that it continues to promote a broad and coordinated approach to the region, with deep commitments in teaching and research to Japan, Korea, Tibet/Inner Asia, and more recently Vietnam and Southeast Asia, as well as China.

As for the FLAS Fellowships Program application, it is of course of vital importance that we continue to train new generations of Americans in the languages and societies of East Asia. FLAS summer and academic year fellowships have supported at Columbia many undergraduate and graduate students who otherwise did not have the means to gain the fluency in languages such as Mandarin, Cantonese, Korean, Japanese, and Tibetan. Many SIPA students have received the opportunities provided by FLAS fellowships, and I hope will continue to be able to do so, as they obtain graduate training and move into public and private sector careers in fields such as Sustainable Development, Public Administration, and Economic Policy Management. These are the Americans who, with the aid of federal support in the form of FLAS fellowships and the resources provided by the NRC, will help to provide guidance on East Asian matters to our nation and the world in the years and decades to come.

I conclude by asking you and your colleagues to give the Weatherhead East Asian Institute's proposal every consideration in your deliberations. I recommend it enthusiastically and without reservation.

Yours sincerely,



Merit E. Janow
Dean, School of International and Public Affairs
Professor of Practice, International Economic Law and International Affairs

June 15, 2018

The Selection Committee
U.S. Department of Education
Office of Postsecondary Education
400 Maryland Avenue, SW 3E245
Washington, D.C. 20202

To Whom It May Concern:

As vice president of the National Committee on U.S.-China Relations, I am pleased to write this letter of support for the Weatherhead East Asian Institute at Columbia University in its quest for designation as a National Resource Center on East Asia. I have worked with the Weatherhead Institute (and its predecessor the East Asian Institute) since I began at the National Committee 47 years ago, so I am very familiar with its strengths and its efforts to expand education about China, and East Asia more broadly. The programs highlighted in this excellent proposal are emblematic of Weatherhead's enduring commitment to education about China and to preparing the younger generation for the future. I believe the Institute and these initiatives deserve federal funding.

The proposal is particularly strong due to its comprehensive approach. Weatherhead will promote language study, not only through the award of FLAS grants for Chinese and Tibetan, but also through the development of a study abroad program for medical and engineering students, and the creation of Chinese language textbooks and course materials for business students. With its "Contemporary China in the World" initiative, Weatherhead will develop a new array of area studies courses, including offerings on U.S.-China relations and contemporary Chinese society and politics. It will also promote the dissemination of course materials and syllabi beyond Columbia to Title III and V institutions. Finally, Weatherhead will expand its focus on K-12 education through continued development of materials for primary and secondary school teachers across the country as well as a new partnership with Hunter College to promote Chinese language education in New York City schools. These initiatives, which are both multi-disciplinary and provide support at all levels of education, provide a thoughtful, solid, and integrated approach to the problem.

In order to execute these ambitious programs, Weatherhead draws from its extensive list of faculty and research scholars. These individuals are experts in their field and we have worked with many of them in the course of our own programming. Scholars such as Andrew Nathan, Tom Christensen, and Madeleine Zelin (all of whom have served on our board), are among this country's leading China specialists; they have had a tremendous impact on the study of China and will continue to do so for years to come. Moreover, three of the younger generation of Weatherhead scholars, Qin Gao, Ben Liebman, and Wu Weiping, are part of the National Committee's Public Intellectuals Program and I know firsthand of their deep commitment to the field, to their students, and to reaching out beyond the ivory tower to help educate the general public.

The designation of the Weatherhead East Asian Institute at Columbia University as a National Resource Center on East Asia will enable Weatherhead to continue its vital work of bringing knowledge about Asia, not only to the New York area, but to classrooms around the country. As we enter a new and more fraught phase in U.S.-China relations, this is more important than ever.

Sincerely,



Jan Berris
Vice President, National Committee on U.S.-China Relations

June 17, 2018

Friends Seminary
222 East 16th Street
New York, New York 10003

Madam or Sir,

I am happy to write in support of Columbia University's application for a grant to fund a National Resource Center in East Asian Studies. Included in this grant application is Columbia's *Asia for Educators (AFE)* program now in its 41th year and a founding and leading member of the National Consortium for Teaching about Asia (NCTA).

As a longtime librarian at both public and independent K-12 schools, I have seen the growth in demand for multicultural materials as one of the most challenging and rewarding aspects of my career. The programs and resources offered by Columbia's AFE have been critical to my effectiveness in supporting learning about East Asia. The courses and webinars I've taken through them have been the foundation of numerous curriculum projects I've worked on with teachers, including what is now an annual study of the Silk Road for 6th grade, an 8th grade unit on the bombing of Hiroshima and Nagasaki, a 5th grade unit on biographies of East Asian people, and countless library booktalks, reading lists, displays, storytelling events, and parent discussions. Through all these means I've seen aspects of Asian culture and history embraced by teachers of history, art, and language arts. I've even been able to help our teachers of Mandarin with resources I learned about through NCTA programs.

As the demand for resources has risen, so has the desire for more nuanced engagement. Teachers and parents don't just want "more books about China," but rather books that reflect a variety of Chinese and China-influenced identities. They don't just want books about Samurai warriors, they want lesson plans and discussion prompts that help students see that "Samurai" is a word that reflects a complex experience in Japanese history. This is where AFE programs have truly made a difference in my professional development, and in what I can bring to my colleagues at school. The AFE website is packed with resources that invite thoughtful critical engagement---the primary documents with discussion questions are just one example. The online courses are structured around modules of rich content followed by challenging analytical discussions in which participants respond both to the content and to each other. This format of instruction is very good for preparing the teacher to engage with parents and teachers in their school on a deeper more considered level than would be possible without that training.

As just one example, I can relate the following account of a conversation I had with a parent who came to my library during the last week of school looking for a book about China for her child to read during the family's upcoming trip to that country. She wanted a "well-written story, not just a 'Country-book'." Thanks to AFE spearheading the creation of a new book award for children and young adult literature on East and Southeast Asia, I was able to offer her a recent Freeman Award-winning title, *The Forbidden Temptation of Baseball* . The parent reacted with some distaste to the front cover, which features a Chinese child with a queue. She said: "Wait--isn't that a stereotype?" Owing to the discussions I had had with fellow members of the Freeman Book Award Committee, I was able to have an informed and thoughtful conversation with this parent, a conversation in which listening, knowledge, emotions, heritage, and identity all played a role. I'm not sure what we "decided" about the front cover, but the parent left the library with an armful of books, saying how much she appreciated our conversation.

I'm thankful to AFE and Columbia, Roberta Martin and Karen Kane, for making moments like this possible. More importantly, though, I appreciate that these programs have enabled me and many other teachers in my school to teach a curriculum that reflects our diverse, globally connected world.

Sincerely,

Constance Vidor

Constance Vidor

Director of Library Resources, Friends Seminary cvidor@friendsseminary.org

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**COLUMBIA UNIVERSITY
EAST ASIA NATIONAL RESOURCE CENTER**

COLUMBIA UNIVERSITY EAST ASIA NRC	2018-2019	2019-2020	2020-2021	2021-2022	Total	Priorities NRC	Narrative Page #
<i>** Absolute Priority * Competitive Priority</i>							
					<i>A=Absolute Priority P1=Competitive Preference Priority 1 P2=Competitive Preference Priority 2 IP=Invitational Priority</i>		
I. National Resource Center							
A. Salaries							
1. Administrative							
Eugenia Lean, NRC Director (25% time @ 0% center contribution)	\$ -	\$ -	\$ -	\$ -	\$ -		
Executive Director (Brandt) (5.3% FY19, 5.17% FY20, 5.0% FY21, 4.9% FY22)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000	A	p.8
Program Coordinator (Fontenot) (6.1% FY19, 5.9% FY20, 5.8% FY21, 5.7% FY22)	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 16,000	A	p.10
Subtotal	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 36,000		
2. Language Instruction							
** Tibetan Language 3rd Year Textbook (Assistant TBD: 120 hours @ \$20/hr)	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 9,600	A	pp. 2,4,30
** Japanese Language Teaching Materials (Development of text and course material by lang. lecturers)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000	A	pp. 2,29-30
** Advanced Business Chinese (Development of text and course material by lang. lecturers)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000	A	pp. 2,3,29
** Universal Pre- and Post-testing Development (Design for Korean: 100 hrs @ \$20/hr - yr 1; 50 hrs @ \$20 years 2-4)	\$ 2,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 5,000	A	p. 35
Subtotal	\$ 14,400	\$ 13,400	\$ 13,400	\$ 13,400	\$ 54,600		
3. Area Curriculum Development							
** Social Work in East Asia (120 hours @ \$20/hr for Graduate TA - TBD)	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 9,600	A	pp. 2,26-27
** Chinese Economic Development (50% adjunct course, instructor TBD)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000	A	pp. 2,26-27
** Korean Politics (50% adjunct course, Noerper)	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 18,000	A	
** China's New Marketplace (50% adjunct course, Rosen)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000	A	pp. 2,26-27

	2018-2019	2019-2020	2020-2021	2021-2022	Total	Priorities NRC	Narrative Page #
COLUMBIA UNIVERSITY EAST ASIA NRC							
** Modern Tibet Studies Program Coordinator (TBD) (0% FY19, 48% FY20 , 47% FY21, 46% FY22)	\$ -	\$ 30,000	\$ 30,000	\$ 30,000	\$ 90,000	A	pp. 27-28
** Contemporary China in the World Post Doc (TBD) (0% FY19, 47% FY20 , 45% FY21, 44% FY22)	\$ -	\$ 25,000	\$ 25,000	\$ 25,000	\$ 75,000	A	pp. 25,27
Subtotal	\$ 16,900	\$ 71,900	\$ 71,900	\$ 71,900	\$ 232,600		
4. Outreach Personnel							
Outreach Director (Martin) ** (10.7% FY19, 10.3% FY20, 10.0% FY21, 9.7% FY21)	\$ 23,000	\$ 23,000	\$ 23,000	\$ 23,000	\$ 92,000	A, P2	pp. 8, 44-45
** Outreach & Publications Officer (Kane) (8.0% FY19, 7.9% FY20, 7.8% FY21, 7.7% FY21)	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 32,000	A, P2	pp. 44-45
** Outreach Assistant - Book Prize (TBD) (Approx 125 hrs @ \$20/hr)	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000	A, P2	p. 43
** In-service Training Lecture Fees (10 speakers @ \$500)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000	A, P2	pp. 3, 45
** Modern Tibet Web assistant (TBD) (Approx 200 hrs @ \$20/hr)	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 16,000	A	pp. 27-28
** East Asia NRC Web assistant (TBD) (Approx 200 hrs @ \$20/hr)	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 16,000	A, P1, P2	pp. 3,6,7,12,14,20,28,47
Subtotal	\$ 46,500	\$ 46,500	\$ 46,500	\$ 46,500	\$ 186,000		
Total Salaries	\$ 86,800	\$ 140,800	\$ 140,800	\$ 140,800	\$ 509,200		
B. Fringe Benefits							
FY19@ 30.3%; FY20@ 30.3%; FY21@30.3%; FY22@30.3%	\$ 26,300	\$ 42,661	\$ 42,661	\$ 42,661	\$ 154,283		
C. Travel							
1. Domestic Travel							
Professional Meetings for Key Personnel (NRC travel/meetings)	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000	A	p. 8
Subtotal	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000		
2. Foreign Travel							

COLUMBIA UNIVERSITY EAST ASIA NRC						Priorities NRC	Narrative Page #
** East Asian Bibliographers (Travel to Asia)	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000	A	pp. 3, 24
** Chinese Language Textbook Development (Travel to Asia)	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000	A	pp. 2, 3-4
** Lesser Known Language Enhancement Project: Mod. Tibetan Language Summer Abroad Program site visits (Travel to Asia)	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000	A	pp. 2, 28,31,41
Subtotal	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 26,000		
D. Supplies							
** Library Acquisitions	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 140,000	A	pp. 3,24
** Outreach: Curriculum & Resource Development Materials	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000	A, P2	pp. 44-45
Subtotal	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 150,000		
E. Other							
1. Language Enhancement							
** American Association for Teachers of Korean (Conference)	\$ -	\$ 7,500	\$ -	\$ -	\$ 7,500	A, P2	p. 30
** Overseas Language Training Consortia (IUP Center @ 50%)	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 24,000	A	
** ACTFL Training Workshops (Participation expenses, trainer travel, hotel, and per diem)	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000	A, P2	p. 34
** Language Pedagogy Speaker Series (Honoraria/travel)	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000	A, P2	p. 34
2. Public Outreach							
** Asia-Pacific Lecture Series	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 28,000	A	pp. 2, 45-46
** SIPA graduate student Journal on East Asia	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000	A	pp. 40, 49
** GSAS Graduate Student Conference on East Asia: Logistical expenses	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	A	p. 11
** GSAPP Graduate Student Conference on Chinese Urbanization: Logistical	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	A	p. 2
** Sino-Vietnamese Conference/Lecture Series	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000	A	pp. 2, 4,27-28
** Japanese Language Workshop	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	A	p.2
** Online Multimedia Education	\$ 12,600	\$ 4,000	\$ 4,000	\$ 4,000	\$ 24,600	A, P1, P2	pp. 3,6,7,12,14,20,28,47
3 * Subcontract - Hunter College	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 24,000	A, P1	pp. 2-3, 5-6,42,44,48,50

COLUMBIA UNIVERSITY EAST ASIA NRC	2018-2019	2019-2020	2020-2021	2021-2022	Total	Priorities NRC	Narrative Page #
5. Impact & Evaluation Plan							
** External Evaluator (TBD)				\$ 7,000	\$ 7,000		pp. 16-17
Subtotal	\$ 50,600	\$ 44,500	\$ 37,000	\$ 44,000	\$ 176,100		
Total Direct Costs	\$ 209,700	\$ 273,961	\$ 266,461	\$ 273,461	\$1,023,583		
Indirect Costs (8%)	\$ 16,776	\$ 21,917	\$ 21,317	\$ 21,877	\$ 81,887		
Total Budget Request, National Resource Center	\$ 226,476	\$295,878	\$ 287,778	\$ 295,338	\$1,105,470		
II. FLAS Fellowships							
A. Academic Year Fellowships							
Institutional Payment (graduate students)	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000			
Subsistence Allowance	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000			
Total FLAS AY Fellowship (graduate students)	\$ 33,000	\$ 33,000	\$ 33,000	\$ 33,000			
Number of graduate fellowships requested	7	7	7	7			
	\$ 231,000	\$231,000	\$ 231,000	\$ 231,000	\$ 924,000		
Institutional Payment (undergraduate students)	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000			
Subsistence Allowance	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000			
Total FLAS AY Fellowship (undergraduate students)	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000			
Number of undergraduate fellowships requested	2	2	2	2			
	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 120,000		
Total cost of AY FLAS	\$ 261,000	\$261,000	\$ 261,000	\$ 261,000	\$1,044,000	A, P1, P2	pp. 2,11,19,20,35,47-50
B. Summer Fellowships							

	2018-2019	2019-2020	2020-2021	2021-2022	Total	Priorities NRC	Narrative Page #
COLUMBIA UNIVERSITY EAST ASIA NRC							
Institutional Payment (graduate students)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000			
Subsistence Allowance	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500			
Total summer FLAS Fellowship (graduate students)	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 30,000		
Number of graduate fellowships requested	7	7	7	7			
	<u>\$ 52,500</u>	<u>\$ 52,500</u>	<u>\$ 52,500</u>	<u>\$ 52,500</u>	<u>\$ 210,000</u>		
Institutional Payment (undergraduate students)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000			
Subsistence Allowance	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500			
Total summer FLAS Fellowship (undergraduate students)	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500			
Number of undergraduate fellowships requested	2	2	2	2			
	<u>\$ 15,000</u>	<u>\$ 15,000</u>	<u>\$ 15,000</u>	<u>\$ 15,000</u>	<u>\$ 60,000</u>		
Total cost of summer FLAS	<u>\$ 67,500</u>	<u>\$ 67,500</u>	<u>\$ 67,500</u>	<u>\$ 67,500</u>	<u>\$ 270,000</u>	A, P1, P2	2,5-6,11,19,20,31-32,35,40,47-50
Summer travel grant (5 students @ \$1000 each)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000		
Total fellowship request	<u>\$ 333,500</u>	<u>\$333,500</u>	<u>\$333,500</u>	<u>\$ 333,500</u>	<u>\$1,334,000</u>		
III. Budget Summary							
Salaries	\$ 86,800	\$140,800	\$ 140,800	\$ 140,800	\$ 509,200		
Fringe	\$ 26,300	\$ 42,661	\$ 42,661	\$ 42,661	\$ 154,283		
Domestic Travel	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000		
Foreign Travel	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 26,000		
Supplies	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 150,000		
Other	\$ 50,600	\$ 44,500	\$ 37,000	\$ 44,000	\$ 176,100		
Total Direct Costs	\$ 209,700	\$273,961	\$ 266,461	\$ 273,461	\$1,023,583		
Indirect Costs (8%)	\$ 16,776	\$ 21,917	\$ 21,317	\$ 21,877	\$ 81,887		
Total Budget Request NRC	<u>\$ 226,476</u>	<u>\$295,878</u>	<u>\$ 287,778</u>	<u>\$ 295,338</u>	<u>\$1,105,470</u>		

COLUMBIA UNIVERSITY EAST ASIA NRC	2018-2019	2019-2020	2020-2021	2021-2022	Total	Priorities NRC	Narrative Page #
<u>Total Fellowship Request</u>	<u>\$ 333,500</u>	<u>\$333,500</u>	<u>\$ 333,500</u>	<u>\$ 333,500</u>	<u>\$1,334,000</u>		
 <u>Total Title VI Budget Request</u>	 <u>\$ 559,976</u>	 <u>\$629,378</u>	 <u>\$ 621,278</u>	 <u>\$ 628,838</u>	 <u>\$2,439,470</u>		